
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY GRADUATE STUDY PROGRAMME

*Croatian Language and Literature (double-major);
Teacher Education Specialisation and Cultural Studies
Specialisation*

SPLIT, January 2026

GENERAL INFORMATION OF HIGHER EDUCATION

<i>Name of higher education institution</i>	Faculty of Humanities and Social Sciences in Split
<i>Address</i>	Poljička cesta 35, 21000 Split
<i>PIN</i>	98004523293
<i>E-mail</i>	dekanat@ffst.hr
<i>Internet address</i>	https://www.ffst.unist.hr/

GENERAL INFORMATION OF THE STUDY PROGRAMME

<i>Name of the study programme</i>	University Graduate Study Programme in <i>Croatian Language and Literature (double-major)</i> ; <i>Teacher Education Specialisation and Cultural Studies Specialisation</i>		
<i>Leader of the study programme</i>	University of Split		
<i>Executor/s of the study programme</i>	University of Split, Faculty of Humanities and Social Sciences		
<i>Type of study programme</i>	Professional study programme ☐	University study programme ☒	
<i>Level of study programme</i>	Undergraduate ☐	Graduate ☒	Integrated ☐
	Doctoral ☐		Specialist ☐
<i>CroQF/EQF/QF-EHEA level</i>	CroQF 7.1. sv EQF 7		
<i>Scientific or artistic field and area of study programme</i>	Humanities; Philology		
<i>ISCED FoET classification</i>	01 Education 011 Education 0114 Teacher training with subject specialization		

	02 Art and Humanities 023 Languages 0231 Language acquisition 0232 Literature and linguistics
<i>Programme duration (semesters, years)</i>	4 semesters, 2 years
<i>Number of ECTS points acquired on completion of study programme</i>	60
<i>Academic or professional title, i.e. academic degree</i>	<i>Master of Arts (MA) in Croatian Language and Literature</i> (double-major specialising in cultural studies education) mag.philol.croat. <i>Master of Education (MEdu) in Croatian Language and Literature</i> (double-major specialising in teacher education) mag.educ.philol.croat.
<i>Language of delivery</i>	Croatian
<i>Place of delivery</i>	Split
<i>Type of delivery (in-person, hybrid, online)</i>	Classroom-based
<i>Enrolment quota (for students in regular and special status)</i>	55

1. INTRODUCTION

1.1. Analysis of the compatibility of the study programme with the strategic goals of the higher education institution

The university graduate study programme *Croatian Language and Literature* (hereinafter: the Croatian Language and Literature study programme) was developed in accordance with the key strategic documents of the Faculty of Humanities and Social Sciences in Split: the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025 (hereinafter: the Development Strategy), the Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2021–2025 period (hereinafter: the Strategic Programme), and the Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027) (hereinafter: the Action Plan). It is also aligned with the conclusions adopted within the project UP.03.1.1.03.0040, Croatian Studies, Andragogy, Philosophy and Cultural Studies – Alignment with the Croatian Qualifications Framework (KAFKa).

This study programme develops professional philological and teaching competences and promotes knowledge and excellence, tolerance, openness and inclusiveness, personal and social responsibility, ethical conduct, and the preservation of cultural heritage and the Croatian language.

The Croatian Language and Literature study programme enables the acquisition of humanities competences focused on contemporary linguistic, literary, and cultural knowledge, as well as the acquisition of teaching competences in Croatian language and literature. Upon completion of the programme, students will be qualified to perform teaching, scientific-research, and cultural activities. The study programme is organised into two orientations: teacher education and cultural studies, each leading to the acquisition of different competences. The teaching orientation provides competences necessary for the planning and implementation of teaching units in Croatian language and literature, while the cultural studies orientation provides competences enabling graduates to work in educational, public, and cultural institutions of various types, as well as in publishing, media, public relations, proofreading and editing, and related fields. Both orientations enable continuation of studies at the doctoral level.

Upon completion of the Croatian Language and Literature study programme (teacher education), students acquire competences facilitating the understanding of the teaching process and contemporary techniques for teaching Croatian language and literature, and they are trained to select appropriate teaching strategies. Graduates are qualified to organise, implement, and evaluate Croatian language teaching processes at different educational levels and in different educational institutions (primary and secondary schools, schools for teaching Croatian as a foreign language, and various courses enabling individual learning). Completion of the Croatian Language and Literature study programme equips students with the ability to understand theories, concepts, and principles from various fields within Croatian studies and to apply them in linguistic research and practical work. Students acquire the ability to critically analyse and synthesise data, as well as skills in oral presentation and independent academic writing, and are qualified for further academic advancement through postgraduate (doctoral and specialist) studies. Students are also qualified for language mediation and consultancy work in publishing, media, scientific, cultural, and business institutions. This means that competences acquired through the Croatian Language and Literature study programme enable students to gain employment in various institutions engaged in cultural and public activities, associations promoting national identity, culture, and tourism, as well as public and private companies involved in publishing, public relations, advertising, and related activities. A broad humanities education is essential for employment in cultural and other institutions that are unable to find professionals with this expertise on the labour market.

The university graduate study programme *Croatian Language and Literature* is designed in such a way that a broad range of core and elective courses, together with fieldwork and independent research, provide competences related to knowledge of the Croatian standard language, language history and dialectology, older, modern, and contemporary literature, as well as highly specialised learning outcomes related to local dialects and Chakavian dialect studies, proofreading and editing, creative writing, and teaching Croatian as a foreign language. A distinctive feature of the graduate programme is the establishment of cooperation with employers through the elective course *Work-based Learning at a Partner Institution* (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf; https://www.ffst.unist.hr/studiji/nastavne_baze), through which students are enabled to achieve learning outcomes in one of the partner institutions such as the *University Library in Split*, the *Marko Marulić City Library*, or *Radio Dalmacija*.

Members of the Department of Croatian Language and Literature engage in continuing professional development in their field of research and actively work to further enhance their already established teaching competencies. All lecturers participate in organising scientific conferences, workshops, and round tables, and continuously work on increasing the number of published monographs and scientific and professional papers indexed in relevant humanities databases, all in accordance with the principles of scientific advancement based on the *Development Strategy* and the *Strategic Programme* (https://www.ffst.unist.hr/_download/repository/Strateski_program_znanstvenih_istrazivanja_FFS_T_2021._-2025..pdf). They also participate in various forms of lifelong learning (for example, the programme *Croatian Language and Culture for Foreigners* and the *International Split Summer School – I3S*).

Members of the Department of Croatian Language and Literature also participate in various professional development programs aimed at enhancing their competencies, organised by the Faculty of Humanities and Social Sciences in Split, the University, its constituent units, the Ministry, and a range of projects and initiatives such as EU-SEA, Erasmus+, and other international projects and programmes.

Records of professional development in the area of scientific-research activities are supported by certificates of participation in scientific conferences, projects/workshops, and lifelong learning programmes. Regarding the improvement of teaching competences, Faculty documentation contains records of participation in programmes organised by the Faculty as well as those organised by other institutions.

Among other activities, staff members have participated in the following workshops: *Effective Leadership of Employee Teams* (Faculty of Economics, Business and Tourism, University of Split), *Active Learning and Critical Thinking in Higher Education Teaching* (Forum for Freedom in Education, Zagreb), *Reading and Writing for Critical Thinking* (Forum for Freedom in Education, Zagreb), and others. In cooperation with the Department of Italian Language and Literature, the *Workshop for Mentors of Doctoral Dissertations in the Humanities* was organised (Faculty of Humanities and Social Sciences, University of Split). Evidence of scientific and professional competence is also reflected in membership in numerous professional associations and bodies in Croatia and abroad (*Matica hrvatska*, *Croatian Association for Applied Linguistics*, *Croatian Philological Society*, *Književni krug Split*, *Rhetoric Society of Europe – RSE*, *Association for the Cultural Heritage of Split Chakavian “Marko Uvodić Splićanin”*, *Committee for Literary Studies of the Croatian Science Foundation*, *Committee for Dialectology of the Department of Philological Sciences of the Croatian Academy of Sciences and Arts*, *Committee for the Development of Standards and Examinations for Croatian as a Foreign Language at the National Centre for External Evaluation of Education*, *Governing Board of the International Committee of Slavists: Komisja Badań Porównawczych nad Literaturami Słowiańskimi Międzynarodowego Komitetu Słowistów*, *Rhetoric Society of Europe – RSE*, *Croatian Society for Science and Arts of Bosnia and*

Herzegovina, Academy of Educational Sciences of Croatia, Reading Primers Special Interest Group of the International Society for Historical and Systematic Research on Schoolbooks, Germany, and the Association of Croatian University Proofreaders).

1.2. Analysis of minimum institutional requirements for comparability of the proposed study programmes with related accredited study programmes in the Republic of Croatia and EU member states

The programme of the university graduate study programme *Croatian Language and Literature* is comparable with related accredited study programmes in the Republic of Croatia and in the countries of the European Union in accordance with legal regulations (the Act on Higher Education and Scientific Activity, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html; the Act on Quality Assurance in Higher Education and Science, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html), as well as university (<https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538>) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). Since receiving its first accreditation in 2001, this study programme has continuously been aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split, in accordance with current needs. Improvements, amendments, and supplements to the programme specification have been based on the development documents of the Faculty that were current and relevant in specific periods (Development Strategy of the Faculty of Humanities and Social Sciences 2014–2018, Development Strategy of the Faculty of Humanities and Social Sciences 2015–2020, Self-analysis of the Faculty of Humanities and Social Sciences 2014, Action Plan for Quality Improvement of the Faculty of Humanities and Social Sciences in Split after the 2014 re-accreditation, Action Plan of the Faculty of Humanities and Social Sciences in Split 2019, and Action Plan of the Faculty of Humanities and Social Sciences in Split 2020). New amendments and supplements are developed in accordance with current and relevant documents (Development Strategy of the Faculty of Humanities and Social Sciences 2021–2025, Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027, and Action Plan of the Faculty of Humanities and Social Sciences in Split 2023). All listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/strategije.

The programme of the university graduate study programme *Croatian Language and Literature* is comparable with related Croatian Studies programmes at universities in the Republic of Croatia (those in Zagreb, Rijeka, Zadar, and Osijek; <http://www.ffzg.hr/>, <http://www.ffri.hr/>, <https://kroatistika.unizd.hr/>, <https://www.ffos.unios.hr/odsjek-za-hrvatski-jezik-i-knjizevnost/>) which enables unhindered student mobility. Comparability may be observed in the proposed concept of the study programme, content and organisational components, study dynamics, student mobility, and ECTS credits acquired by students. In this respect, the university graduate study programme *Croatian Language and Literature* is comparable with the related Croatian Studies programme at the Faculty of Humanities and Social Sciences, University of Zagreb. At the graduate level, the double-major Croatian Studies programme is divided into linguistic, literary, and teaching orientations, each lasting four semesters and amounting to 60 ECTS credits distributed annually. The graduate study programme *Croatian Language and Literature* at the Faculty of Humanities and Social Sciences of the University of Split has two orientations: teacher education and cultural studies.

In the linguistic (<https://theta.ffzg.hr/ECTS/Studij/Index/1183>) and literary orientations (<https://theta.ffzg.hr/ECTS/Studij/Index/1184>), students in the first, second, and third semesters take three elective courses: Croatian Linguistics (students choosing the linguistic orientation must complete 8 ECTS credits in linguistics, while those choosing the literary orientation must complete 8 ECTS credits in literature; each course carries 4 ECTS credits), 4 ECTS credits in literature if the linguistic orientation is selected or 4 ECTS credits in linguistics if the literary orientation is selected, and 4 ECTS credits from elective courses, among which Literature of the Western Canon is offered.

In the first three semesters of both orientations (linguistics and literature), between six and eight elective courses are offered. In the fourth semester, the course *Master's Thesis* within the Croatian Studies programme is compulsory, and students must select 4 ECTS credits from elective linguistic courses or, if they have chosen the literary orientation, 4 ECTS credits from that orientation; each offered course (between 12 and 14 courses are available) carries 4 ECTS credits. At the graduate study programme *Croatian Language and Literature* at the Faculty of Humanities and Social Sciences in Split, the cultural studies orientation includes one compulsory and eight elective courses in the first semester; one compulsory and eleven elective courses in the second semester; one compulsory and ten elective courses in the third semester, two of which are intended exclusively for incoming Erasmus students; and two compulsory courses and one elective course in the fourth semester. In this orientation, teaching is delivered through lectures, seminars, practicals, and fieldwork. The teaching orientation of the double-major Croatian Studies graduate programme at the Faculty of Humanities and Social Sciences in Zagreb (<https://theta.ffzg.hr/ECTS/Studij/Index/1185>) is comparable with the corresponding programme at the Faculty of Humanities and Social Sciences in Split. It is organised so that the first semester includes compulsory courses, a teaching module with compulsory courses, elective literature courses, elective linguistics courses, and elective courses within the teaching module; the second semester includes compulsory courses, compulsory courses within the teaching module, one elective literature course, one elective linguistics course, and elective courses within the teaching module; the third semester includes compulsory courses within the teaching module (identical to those in the first and second semesters), elective courses within the teaching module, elective courses, and media electives; while the fourth semester includes the compulsory course *Master's Thesis* within the Croatian Studies programme, compulsory courses within the teaching module (identical to those in the previous three semesters), a set of courses in teaching methodology and practice – students choose one course – and elective courses within the teaching module. In the teaching orientation of the graduate study programme *Croatian Language and Literature* at the Faculty of Humanities and Social Sciences in Split, the first semester includes three compulsory and eight elective courses (students choose two), one of which is intended exclusively for incoming Erasmus students; the second semester includes four compulsory and twelve elective courses (students choose one), one of which is intended exclusively for incoming Erasmus students; the third semester includes two compulsory and twelve elective courses (students choose two); and the fourth semester includes two compulsory courses, one of which is the *Master's Thesis*, while the other is the elective course *Work-based Learning at a Partner Institution*. In this orientation, as in the cultural studies orientation, teaching is conducted through lectures, seminars, practicals, and fieldwork. A distinctive feature of this programme is elective courses with a Mediterranean component.

Students graduating in the linguistic or literary orientation at the Faculty of Humanities and Social Sciences in Zagreb acquire the professional title Master of Croatian Language and Literature, while those graduating in the teaching orientation acquire the professional title Master of Education in Croatian Language and Literature. The same applies to the graduate programme in Croatian Language and Literature at the Faculty of Humanities and Social Sciences in Split, except that there is no separate linguistic orientation.

The proposed graduate study programme is not directly comparable with programmes at foreign universities because Croatian language and literature at foreign universities is studied within Slavic Studies programmes (for example, the Department of Slavic Languages and Literatures of the Faculty of Arts, University of Ljubljana – Oddelek za slovanske jezike in književnosti | Filozofska fakulteta UM), and therefore differs in concept and scope. This is one of the principal reasons why Croatian students participate in exchange programmes (within ERASMUS programmes) only at Slavic Studies departments abroad. On the other hand, this is also one of the reasons why a large number of international students participating in various mobility programmes choose to study at the Department of Croatian Language and Literature.

If the university graduate study programme *Croatian Language and Literature* at the Faculty of Humanities and Social Sciences in Split is compared with programmes at universities in the EU, a comparison can be made with programmes in national language and literature studies. An example is the Slovene Studies programme at the Faculty of Arts in Ljubljana (<https://slov.ff.uni-lj.si/univerzitetni-studijski-program-prve-stopnje-slovenistika>). The programmes are comparable at both undergraduate and graduate levels, and the curricula are generally aligned. At the graduate level of Slovene Studies at the Faculty of Arts in Ljubljana, students may choose single-major Slovene Studies (linguistic orientation, literary-cultural orientation, pedagogical-linguistic orientation, pedagogical-literary orientation) or double-major Slovene Studies (the general orientation includes language and literature studies, while a separate pedagogical orientation is organised independently). The graduate double-major general Slovene Studies programme may be compared with the graduate cultural studies orientation in Croatian Studies at the Faculty of Humanities and Social Sciences in Split because it lasts four semesters and allows the acquisition of 120 ECTS credits. Courses may be semester-based or year-long (two-semester courses), and are organised through lectures, seminars, and practicals. In the first year there are six compulsory courses, two professional elective courses (each carrying 3 ECTS credits), and one external elective course (4 ECTS credits). In the second year there are three compulsory courses, among which the *Master's Thesis* (15 ECTS credits) forms a special category, and one professional elective course. Upon completion, students acquire the title Master of Slovene Studies.

The graduate double-major pedagogical Slovene Studies programme may be compared with the graduate teaching orientation in Croatian Studies at the Faculty of Humanities and Social Sciences in Split. In the first year of the double-major pedagogical Slovene Studies programme there are nine compulsory courses carrying between 3 and 7 ECTS credits, and three professional elective courses (3, 2, and 4 ECTS credits respectively). In the second year there are six compulsory courses, among which the *Master's Thesis* with 9 ECTS credits forms a special category, and one professional elective course (6 ECTS credits). Upon completion, students acquire the title Master of Slovene Language and Literature.

The university graduate study programme *Croatian Language and Literature* has, since its initial accreditation in 2001, been aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split that were valid at the time: *Development Strategy of the Faculty of Humanities and Social Sciences 2014–2018*, *Development Strategy of the Faculty of Humanities and Social Sciences 2015–2020*, *Self-analysis of the Faculty of Humanities and Social Sciences 2014*, *Action Plan for Quality Improvement of the Faculty of Humanities and Social Sciences in Split after the re-accreditation 2014*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2019*, and *Action Plan of the Faculty of Humanities and Social Sciences in Split 2020*. In order to ensure the programme is up to date, amendments are introduced on the basis of new documents crucial for aligning the programme with the latest standards and guidelines: the *Development Strategy of the Faculty of Humanities and Social Sciences in Split for 2021–2025*, the *Strategy of the University of Split for 2015–2020*, the *Strategic Programme of Scientific Research of the University of Split for 2017–2021*, and the *Strategy of the University of Split for 2021–2025*. All listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/strategije.

The proposed study programme is fully aligned with the vision of the Faculty of Humanities and Social Sciences in Split and is oriented towards scientific-artistic and cultural excellence, advancement of knowledge, promotion of fundamental humanistic values, tolerance, openness and inclusiveness, and the preservation of intangible cultural heritage in the Republic of Croatia. The quality of the overall learning and teaching process in the university graduate study programme *Croatian Language and Literature* is based on the application of knowledge acquired at the undergraduate level and further developed at the graduate level.

The Croatian Language and Literature study programme has defined and published standards and regulations for the assessment of achieved learning outcomes, including assessment methods, quality assurance, impartiality, transparency, complaint procedures, and other relevant areas.

Standards and regulations for the assessment of learning outcomes are defined in the syllabus of each individual course under the sections *Student obligations*, *Monitoring of student work*, and *Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met*. Detailed guidelines and instructions for each assessment element are provided in the course repositories.

Quality assurance at the level of the study programme and individual courses is defined in the section *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences* on the basis of:

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (<https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf>)
- Quality Policy of the University of Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf),
- Quality Policy of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete%203.5.2024..pdf>),
- Rulebook on the Quality Control System of the University of Split (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf),
- Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf>),
- Quality Control Handbook of the University of Split (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=1492902),
- Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf>),
- Study Rulebook of the University of Split (<https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf>),
- Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf>)

as well as other key documents published on the Faculty website (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprijedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta)

Various centres operating within the Faculty provide support and assistance to students in personal, academic, and professional fields through educational and counselling activities such as confidential individual and/or group counselling. The Office for Student Affairs also provides student support, informs students of their obligations in a timely manner, and ensures the availability of official forms and procedures.

Furthermore, the university graduate study programme *Croatian Language and Literature* ensures impartiality and transparency in all procedures and has defined mechanisms for handling student complaints and appeals. Students may contact their department mentor (each student is assigned a mentor from the Department upon enrolment in the undergraduate study programme, who follows the student throughout the entire course of study), the Head of Department, the Vice-Dean for

Teaching and Student Affairs, the Ethics Committee, or the Student Ombudsperson of the University of Split. These mechanisms are founded on various documents available on the Faculty website:

- The Code of Ethics (https://www.ffst.unist.hr/download/repository/Eticki_kodeks.pdf)
- other documents ensuring ethical conduct in planning and implementing the study programme and in achieving learning outcomes (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks), including mechanisms for reporting internal irregularities (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti),
- Rulebook on the Procedure for Internal Reporting of Irregularities and Appointment of a Confidential Person (https://www.ffst.unist.hr/download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf)
- and mechanisms for protection against discrimination and harassment (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_u_znemiravanja).

All relevant data concerning the organisation and implementation of the university graduate study programme *Croatian Language and Literature* are collected, maintained, and analysed within the ISVU system and are used for quality assurance purposes.

The Department of Croatian Language and Literature continuously revises and improves the graduate study programme *Croatian Language and Literature* in cooperation with employers and alumni in order to ensure that the programme remains current and adapted to contemporary labour market needs. This process is greatly facilitated by cooperation with partner institutions and the Association of Alumni and Friends of the Faculty of Humanities and Social Sciences. Standards and regulations concerning periodic revision of study programmes, including the involvement of external experts, as well as the results of programme revisions, are regularly published on the websites of the Faculty and the Department of Croatian Language and Literature.

Students are informed about the rights they may exercise at the Faculty. Current acts through which students may become acquainted with the rights and obligations they might/must exercise and adhere to are published both on the Department and Faculty websites. During the introductory meeting on the first day of study, first-year students are orally informed about the current acts, their provisions, and the ways in which the rights contained therein may be exercised. They are also informed about the people to whom they may turn depending on the nature of their questions, both during consultation hours and via electronic communication. The structure of the Faculty Administration is also explained, particularly with regard to the responsibilities of individual administrative officials.

Since the 2023/2024 academic year, students of Croatian Language and Literature may address any study-related issue to their assigned mentor/adviser.

The Office for Student Affairs informs students about their obligations, rights, and opportunities and provides support throughout their studies by ensuring the necessary procedures, forms, decisions, and related documentation. Students are fully acquainted with the work and scope of this office (https://www.ffst.unist.hr/za_studente/studentska_sluzba).

The Faculty Career Planning and Development Centre works on the development of human resources with emphasis on career planning and management skills, connects students with potential employers, and develops a unified database for monitoring information on graduation, internships, and graduate employment. Students are fully informed about the work and scope of this centre (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera).

During their studies, students may seek assistance and advice in various ways: from mentors/advisers, the Head of Department, the Vice-Dean for Teaching and Student Affairs, the

Ethics Committee, or the Student Ombudsperson of the University of Split. Students are informed about these options and about the ways in which they may exercise their rights and fulfil their obligations.

The Student Counselling Centre at the Faculty provides counselling services, assistance in resolving personal difficulties and improving students' quality of life, public lectures, forums, thematic workshops and training sessions devoted to the enhancement of academic and life skills, as well as psychoeducational courses and training adapted and intended for students. Students are acquainted with the activities of this centre (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata).

A pyramidally organised system guarantees student rights. In this respect, the following bodies and persons are involved: mentor/adviser, Head of Department, Vice-Dean for Teaching and Student Affairs, Ethics Committee, and the Student Ombudsperson of the Faculty of Humanities and Social Sciences. Student rights and their protection are based on the following documents:

https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks

https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti

https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf

https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uzne_miravanja.

Students are involved in the work of bodies that envisage student participation, membership, and engagement. Accordingly, pursuant to valid Faculty acts aligned with those at the highest national level, students are engaged and valuable co-creators of quality assurance at the Faculty of Humanities and Social Sciences in Split.

The graduate study programme *Croatian Language and Literature* educates future Croatian language teachers and forms part of regulated professions (<http://reguliraneprofesije.azvo.hr/hr/profesije/?profession=431>) for which Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications of 7 September 2005 (hereinafter: the Directive) prescribes automatic recognition of professional qualifications. The programme is aligned with the minimum training requirements prescribed by the Directive and by the Act on Regulated Professions and Recognition of Foreign Professional Qualifications. Recognition of foreign professional qualifications falls within the competence of the Ministry of Science, Education, and Youth, and the recognition procedure is available at: <https://mzom.gov.hr/odgoj-i-obrazovanje/priznavanje-inozemnih-strucnih-kvalifikacija-regulirane-profesije/priznavanje-inozemnih-strucnih-kvalifikacija-za-obavljanje-reguliranih-profesija-u-republici-hrvatskoj/3196>

Students of this study programme are enabled to participate in the work of partner institutions and to connect with the labour market (Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split available at: https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf). Students of the university graduate study programme *Croatian Language and Literature* have the opportunity to connect learning outcomes with practical labour market tasks through the elective course *Work-based Learning at a Partner Institution*. Professional practice is carried out in areas where there is demand for experts majoring in Croatian Language and Literature, such as companies, associations, or institutions engaged in publishing and editorial activities, library and educational activities, cultural and media activities, and related fields. Students are currently offered the following partner institutions: the University Library in Split, the Marko Marulić City Library in Split, the Museum of Croatian Archaeological Monuments – Museum Library, Književni krug Split, and Radio Dalmacija (listed among the Faculty's partner institutions available at

https://www.ffst.unist.hr/studiji/nastavne_baze). Agreements with partner institutions are concluded for a period of five years with the possibility of an extension, and the list of partner institutions is updated in accordance with newly concluded agreements.

Students of the teaching orientation of the university graduate study programme *Croatian Language and Literature* acquire teaching competences for work in primary and secondary schools through compulsory and elective courses in teaching methodology and the compulsory course *Teaching Practice*. Placement schools for primary education are Lučac Primary School, Manuš Primary School, Split 3 Primary School, Pojišan Primary School, and Spinut Primary School, while those for secondary education are grammar schools *I. gimnazija*, *II. jezična gimnazija*, *IV. gimnazija "Marko Marulić"* and the vocational school *Zdravstvena škola* in Split (<https://www.ffst.unist.hr/studiji/vjezbaonice>). The appointed mentors in these placement schools are distinguished Croatian language teachers whose quality of work is attested to by their teaching practice.

1.3. Mechanisms to ensure horizontal and vertical student mobility in the national and European Higher Education Area

Following the principles of the Bologna Process, the university graduate study programme *Croatian Language and Literature* promotes curriculum flexibility through horizontal and vertical mobility. Horizontal mobility is achieved through the possibility of changing universities during the course of study, either by transferring to another study programme leading to the same qualification or by completely switching majors.

At the graduate level, the *Croatian Language and Literature* study programme is comparable in curriculum and learning outcomes with related Croatian Studies programmes at universities in the Republic of Croatia. This enables horizontal student mobility. Horizontal mobility is achieved through the possibility of changing universities during the course of study by transferring to another study programme leading to the same qualification (identical and/or equivalent learning outcomes). Students may therefore complete part of their study programme at the Faculty of Humanities and Social Sciences in Zagreb, the Faculty of Humanities and Social Sciences in Rijeka, the University of Zadar, the Faculty of Humanities and Social Sciences in Osijek, the University of Ljubljana, or the Faculty of Humanities and Social Sciences in Mostar. In accordance with the Rulebook on the Recognition and Evaluation of Prior Learning of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/download/repository/Pravilnik_o_priznavanju_prethodnog_ucenja_7-2022%5B1%5D.pdf), such horizontal mobility requires a procedure of recognition and validation of prior learning, and students may be required to complete certain differential courses in order to continue their studies in the *Croatian Language and Literature* study programme.

The *Croatian Language and Literature* study programme at foreign universities where Croatian language and literature are studied within Slavic Studies programmes is not entirely comparable with equivalent programmes at Croatian universities. Nevertheless, students are enabled through international mobility (Erasmus+ programme) to study for one semester or longer at foreign higher education institutions by enrolling in equivalent courses and other courses according to their interests, in accordance with the Rulebook on International Mobility of the University of Split (https://www.kbf.unist.hr/images/dok/pravilnici/unist/KBFST-DOK-2022-Pravilnik_o_medjunarodnoj_mobilnosti_Sveucilista_u_Splitu_2022.pdf).

Within the parent study programme, students from other study groups of the Faculty of Humanities and Social Sciences may enrol in elective courses offered within the graduate *Croatian Language and Literature* study programme.

Following the principle of vertical mobility, upon completion of the university graduate study programme *Croatian Language and Literature*, students may continue their studies in various specialist and doctoral postgraduate humanities, philological, and interdisciplinary programmes at the University of Split, other higher education institutions in the Republic of Croatia, or abroad.

1.4. Admission criteria, criteria for enrolment in the subsequent semester, trimester or year of studies, as well as criteria for undertaking other student obligations

Admission to the university graduate study programme *Croatian Language and Literature* (double-major) requires completion of an accredited university undergraduate double-major study programme in Croatian language and literature through which at least 180 ECTS credits have been acquired in combination with another double-major undergraduate study programme (that is, at least 90 ECTS credits within the double-major Croatian Language and Literature study programme). The university graduate study programme *Croatian Language and Literature* may be combined with all double-major study programmes at the Faculty of Humanities and Social Sciences in Split. Conditions of enrolment in a higher year of study are defined by an official Decision made by the Faculty Council adopted for each academic year and published on the Faculty website. Special conditions required for enrolment in individual courses are specified in the syllabi of those courses.

1.5. Competences acquired on completion of the study module and study programme

Upon completion of the study programme, students will be able to:

1. understand the nature of the teaching process, be familiar with procedures and techniques for teaching Croatian language and literature, and select appropriate teaching strategies;
2. understand theories, concepts, and principles from various fields of Croatian studies, apply them in linguistic research and practical work, as well as independently study scientific and professional literature while taking comparative factors into account, and adapt to new situations;
3. apply reflective and critical approaches in forming opinions on literary concepts, poetics, literary value, and the influence of ideologies and hegemonies on the meaning/interpretation of texts;
4. discuss research approaches used in literary theory and cultural theory;
5. discuss key issues in the field of theoretical thought and humanities paradigms at local, national, and international levels;
6. apply acquired knowledge of Croatian language and literature in writing about literature and teaching literature;
7. compare traditional and modern approaches to teaching Croatian language and literature;
8. identify intra-disciplinary and interdisciplinary interrelations and explain the theoretical basis of teaching spoken and written Croatian and literature, as well as design lessons spoken or written Croatian, and media culture;
9. prepare a lesson plan for a selected teaching unit in Croatian language and literature;
10. apply acquired knowledge and analyse linguistic material from Croatian language and literature;
11. interpret and compare various theories and evaluate new language theories;
12. develop linguistic, editorial, and teaching competences in the field of Croatian language and literature;
13. conduct original field research in Croatian oral literature, ethnology, and anthropology;
14. form independent opinions on the relationship between national and European literatures and auxiliary disciplines such as ethnology, anthropology, history, archaeology, theology, and art history;

15. study interferences between oral and written literature;
16. present Croatian traditional culture, literature, and language to interested parties (e.g., tourists);
17. engage in evidence-based discussion on Croatian intangible cultural heritage;
18. define basic concepts of sociology of education relevant to the teaching of Croatian language and literature;
19. apply acquired knowledge concerning the historical development and formation of Croatian national idioms;
20. engage in evidence-based discussion on the structure of the standard Croatian language and the regularities governing it at the phonological, morphological, and syntactic levels;
21. explain basic concepts from educational psychology useful for successful teaching of Croatian;
22. analyse texts of all functional styles, interpret linguistic theories, and apply knowledge and methodology;
23. apply scientific methodology and explain the principal directions of literary studies and concepts in literary analysis;
24. recognise the readability of literary works in different contexts and understand the importance of translation activities;
25. identify and explain regularities in the structure of Croatian lexicon, both general and specialised;
26. critically approach analyses of different corpora and discuss contemporary issues in Croatian lexicology, lexicography, and onomastics;
27. apply theoretical concepts in dialectological research practice;
28. participate in the development of models for field research and explain and describe analysed material;
29. work in language mediation and consultancy in publishing, media, scientific, cultural, and business institutions.

1.6. Structure and form of delivery

The graduate study programme *Croatian Language and Literature* lasts two years, i.e. four semesters. The study programme has two orientations: teacher education and cultural studies. Both are double-major programmes and may be combined with other double-major graduate study programmes at the Faculty of Humanities and Social Sciences in Split. One academic year carries a total of 30 ECTS credits. During their studies, all students may enrol in one elective course from another study programme at the Faculty of Humanities and Social Sciences in Split. Student obligations during the course of study are determined by the syllabi of individual courses (see course descriptions), while attendance obligations, study dynamics, examination schedules, and group sizes for all forms of teaching are determined by the regulations of the Faculty of Humanities and Social Sciences in Split. Students enrolled in the university graduate study programme *Croatian Language and Literature* may enrol in only one elective course from other study programmes at the Faculty of Humanities and Social Sciences in Split, depending on the specific interests of each student. The list of available courses is published on the Faculty website. In addition, students may, where necessary, enrol in courses related to teaching competences. These are specifically marked in the table.

1.7. Manner of completing the study programme

<i>Manner of completing the study programme</i>	Final thesis ☐ Diploma thesis ☒	Final exam ☐ Diploma exam ☐
<i>Requirements for final/diploma thesis or final/diploma/exam</i>	Successful completion of the third semester (second year) of the programme, completion of five consultations with the	

	supervisor (10 hours), and submission of the final version of the thesis to the supervisor at least 15 days before the application deadline.
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	A positively evaluated written thesis and a successful public oral defence before a three-member Master's Thesis Evaluation Committee.

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

Teacher education specialisation

LIST OF COURSES							
Year of study: 1st year of graduate study							
Semester: 1st							
COURSE	LECTURER	L	P	S	F	ECTS	STATUS
Educational Psychology ¹	Prof. Goran Kardum, PhD	30	0	30	0	2.5	C
Sociology of Education	Assist. Prof. Toni Popović, PhD	30	0	30	0	2.5	C
Language and Different Discourses	Prof. Anita Runjić-Stoilova, PhD	30	0	30	0	4	C
Krleža and Andrić	Prof. Boris Škvorc, PhD	30	0	15	0	3	E ²
Croatian Traditional Culture in the European Context	Assist. Prof. Nikola Sunara, PhD	30	0	15	0	3	E
Toponymy of the Eastern Adriatic Coast	Prof. Katarina Lozić Knezović, PhD	30	0	15	0	3	E
Speech and Mass Media	Prof. Anita Runjić-Stoilova, PhD	30	0	15	0	3	E
Children's Literature in Teaching ³	Assoc. Prof. Lucijana Armanda Šundov, PhD	30	0	15	0	3	E
Power and Croatian Writers	Assist. Prof. Nebojša Lujanović, PhD	30	0	15	0	3	E
Croatian Maritime Cultural Heritage	Prof. Marijana Tomelić Ćurlin, PhD	30	0	15	0	3	E

¹ The courses *Educational Psychology* and *Sociology of Education* are common compulsory courses in the double-major graduate programme, teacher education specialisation. The credits are distributed equally between both study programmes (2.5 credits per course, 5 credits in total).

² Students choose two elective courses carrying a total of 6 ECTS. In addition to the elective courses listed above, students may also enrol in other elective courses within the study programme. The maximum number of students per elective course is 20.

³ Course developing teaching competences.

Croatian Language for ForeignersC1.1 ⁴	Dr. Helena Burić, Senior Lecturer Dr. Josipa Korljan Bešlić, Senior Language Instructor, Ina Bilonić, Language Instructor	0	140	0	0	5	E
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LIST OF COURSES							
Year of study: 1st year of graduate study							
Semester: 2nd							
COURSE	LECTURER	L	P	S	F	ECTS	STATUS
Fundamentals of Pedagogy ⁵	Assist. Prof. Sani Čavar, PhD	30	0	30	0	2.5	C
Didactics	Assoc. Prof. Morana Koludrović, PhD	30	0	30	0	2.5	C
Croatian Language Teaching Methodology	Prof. Jadranka Nemeth-Jajić, PhD	30	0	30	0	4	C
Sociolinguistics	Prof. Anita Runjić-Stoilova, PhD	30	0	30	0	4	C
Historical Tales	Assist. Prof. Nikola Sunara, PhD	30	0	15	0	3	E ⁶
Semantics and Pragmatics	Prof. Anita Runjić-Stoilova, PhD	30	0	15	0	3	E
Intercultural Communication	Prof. Anita Runjić-Stoilova, PhD	30	0	15	0	3	E
The Croatian Middle Ages: Language and Literature	Assoc. Prof. Katarina Lozić Knezović, PhD	30	0	15	0	3	E
Discourse Analysis: Critical and Multimodal Approaches	Assist. Prof. Eni Buljubašić, PhD	30	0	15	0	3	E
The Case System of Standard Croatian in Teaching in Teaching ⁷	Assoc. Prof. Tanja Brešan Ančić, PhD	30	0	15	0	3	E
Croatian Language in Project-Based Teaching ⁸	Prof. Jadranka Nemeth-Jajić, PhD	30	0	15	0	3	E

⁴ This elective course is offered only to incoming ERASMUS students.

⁵ The courses *Fundamentals of Pedagogy* and *Didactics* are common compulsory courses in the double-major graduate programme, teacher education specialisation. The credits are distributed equally between both study programmes (2.5 credits per course, 5 credits in total).

⁶ Students choose one elective course. In addition to the elective courses listed above, students may also enrol in other elective courses within the study programme. The maximum number of students per elective course is 20.

⁷ Course developing teaching competences. During their studies, students are required to choose at least two such courses (worth 6 ECTS in total), not necessarily in the same semester.

⁸ See previous note.

Dialects in Cultural and Media Space	Prof. Marijana Tomelić Ćurlin, PhD	30	0	15	0	3	E
Linguistic and Stylistic Features of Biblical Texts	Assoc. Prof. Tanja Brešan Ančić, PhD	30	0	15	0	3	E
Examples from Dramatic Literature	Assoc. Prof. Gordana Galić Kakkonen, PhD	30	0	15	0	3	E
Chakavian Linguistic and Literary Heritage in the School Curriculum	Prof. Jadranka Nemeth-Jajić, PhD	10	0	10	10	3	E
Croatian Language for Foreigners ^{C1.2} ⁹	Dr. Helena Burić, Senior Lecturer Dr. Josipa Korljan Bešlić, Senior Language Instructor, Ina Bilonić, Language Instructor	0	140	0	0	5	E

LIST OF COURSES							
Year of study: 2nd year of graduate study							
Semester: 3rd							
COURSE	LECTURER	L	P	S	F	ECTS	STATUS
Literature Teaching Methodology	Prof. Jadranka Nemeth-Jajić, PhD	30	0	30	0	4	C
Literature and Reality	Assist. Prof. Nikola Sunara, PhD	30	0	30	0	4	C
Split Chakavian Idiom from Marulić to the Present Day	Prof. Marijana Tomelić Ćurlin, PhD Prof. Anita Runjić-Stoilova, PhD	30	0	15	0	3	E ¹⁰
Dialectological and Language History Research of Croatian Language	Prof. Marijana Tomelić Ćurlin, PhD	30	0	15	0	3	E
Literature in the Context of the 21st Century	Assoc. Prof. Gordana Galić Kakkonen, PhD	30	0	15	0	3	E
Language Editing and Proofreading	Prof. Marijana Tomelić Ćurlin, PhD	0	0	45	0	3	E
Interpretation of Literary Texts ¹¹	Prof. Boris Škvorc, PhD	30	0	15	0	3	E
Public Speaking Skills in Teaching ¹²	Prof. Anita Runjić-Stoilova, PhD	30	0	15	0	3	E

⁹ This elective course is offered only to incoming ERASMUS students.

¹⁰ Students choose two elective courses. In addition to the elective courses listed above, students may also enrol in other elective courses within the study programme. The maximum number of students per elective course is 20.

¹¹ Course developing teaching competences.

¹² Course developing teaching competences.

Chakavian Linguistic and Literary Heritage in the School Curriculum	Prof. Jadranka Nemeth-Jajić, PhD	10	0	10	10	3	E
Young Adult Literature in Teaching ¹³	Assoc. Prof. Lucijana Armanda Šundov, PhD	30	0	15	0	3	E
Chakavian Literature	Assist. Prof. Eni Buljubašić, PhD	30	0	15	0	3	E
Teaching Croatian as a Foreign Language ¹⁴	Dr. Josipa Korljan Bešlić, Senior Language Instructor	30	0	15	0	3	E
Croatian Culture and Civilization 1 ¹⁵	Dr. Helena Burić, Senior Lecturer	30	0	30	0	5	E
Croatian Culture and Civilization 2 ¹⁶	Dr. Helena Burić, Senior Lecturer	30	0	30	0	5	E
Croatian Language for Foreigners C2 ¹⁷	Dr. Helena Burić, Senior Lecturer Dr. Josipa Korljan Bešlić, Senior Language Instructor, Ina Bilonić, Language Instructor	0	140	0	0	5	E
Work-based Learning at a Partner Institution ¹⁸	all teachers in academic teaching positions involved in delivering the course	0	40	30	80	5	E

LIST OF COURSES							
Year of study: 2nd year of graduate study							
Semester: 4th							
COURSE	LECTURER	L	P	S	F	ECTS	STATUS
Teaching Practice	Prof. Jadranka Nemeth-Jajić, PhD	0	75	0	0	5	C
Master's Thesis		0	0	0	0	10	C
Work-based Learning at a Partner Institution ¹⁹	all teachers in academic teaching positions	0	40	30	80	5	E

¹³ Course developing teaching competences.

¹⁴ Course developing teaching competences. During their studies, students are required to choose at least two such courses (worth 6 ECTS in total), not necessarily in the same semester.

¹⁵ This elective course is offered only to incoming ERASMUS students.

¹⁶ This elective course is offered only to incoming ERASMUS students.

¹⁷ This elective course is offered only to incoming ERASMUS students.

¹⁸ Professional Internship at a Teaching Base – this elective course can be taken in either the winter or the summer semester. It does not count towards the ECTS quota for elective courses, and enrolment is not mandatory. Students may apply for the internship call and, upon completing the course, earn an additional 5 ECTS credits.

¹⁹ Professional Internship at a Teaching Base – this elective course can be taken in either the winter or the summer semester. It does not count towards the ECTS quota for elective courses, and enrolment is not mandatory. Students may apply for the internship call and, upon completing the course, earn an additional 5 ECTS credits.

	involved in delivering the course						
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Cultural Studies Specialisation

LIST OF COURSES							
Year of study: 1st year of graduate study							
Semester: 1st							
COURSE	LECTURER	L	P	S	F	ECTS	STATUS
Language and Different Discourses	Prof. Anita Runjić-Stoilova, PhD	30	0	30	0	4	C
Krleža and Andrić	Prof. Boris Škvorc, PhD	30	0	15	0	3	E
Croatian Traditional Culture in the European Context	Assist. Prof. Nikola Sunara, PhD	30	0	15	0	3	E
Toponymy of the Eastern Adriatic Coast	Prof. Katarina Lozić Knezović, PhD	30	0	15	0	3	E
Speech and Mass Media	Prof. Anita Runjić-Stoilova, PhD	30	0	15	0	3	E
Children's Literature	Assoc. Prof. Lucijana Armanda Šundov, PhD	30	0	15	0	3	E
Power and Croatian Writers	Nebojša Lujanović, PhD	30	0	15	0	3	E
Croatian Maritime Cultural Heritage	Prof. Marijana Tomelić Čurlin, PhD	30	0	15	0	3	E

LIST OF COURSES							
Year of study: 1st year of graduate study							
Semester: 2nd							
COURSE	LECTURER	L	P	S	F	ECTS	STATUS
Sociolinguistics	Prof. Anita Runjić-Stoilova, PhD	30	0	30	0	4	C
Historical Tales	Assist. Prof. Nikola Sunara, PhD	30	0	15	0	3	E
Semantics and Pragmatics	Prof. Anita Runjić-Stoilova, PhD	30	0	15	0	3	E
Intercultural Communication	Prof. Anita Runjić-Stoilova, PhD	30	0	15	0	3	E
The Croatian Middle Ages: Language and Literature	Prof. Katarina Lozić Knezović, PhD	30	0	15	0	3	E
Discourse Analysis: Critical and Multimodal Approaches	Assist. Prof. Eni Buljubašić, PhD	30	0	15	0	3	E

The Case System of Standard Croatian in Teaching	Assoc. Prof. Tanja Brešan Ančić, PhD	30	0	15	0	3	E
Vernacular Stylistics	Assist. Prof. Eni Buljubašić, PhD	30	0	15	0	3	E
Dialects in Cultural and Media Space	Prof. Marijana Tomelić Ćurlin, PhD	30	0	15	0	3	E
Linguistic and Stylistic Features of Biblical Texts	Assoc. Prof. Tanja Brešan Ančić, PhD	30	0	15	0	3	E
Examples from Dramatic Literature	Assoc. Prof. Gordana Galić Kakkonen, PhD	30	0	15	0	3	E

LIST OF COURSES							
Year of study: 2nd year of graduate study							
Semester: 3rd							
COURSE	LECTURER	L	P	S	F	ECTS	STATUS
Literature and Reality	Assist. Prof. Nikola Sunara, PhD	30	0	30	0	4	C
Split Chakavian Idiom from Marulić to the Present Day	Prof. Marijana Tomelić Ćurlin, PhD Prof. Anita Runjić-Stoilova, PhD	30	0	15	0	3	E ²⁰
Dialectological and Language History Research of Croatian Language	Prof. Marijana Tomelić Ćurlin, PhD	30	0	15	0	3	E
Literature in the Context of the 21st Century	Assoc. Prof. Gordana Galić Kakkonen, PhD	30	0	15	0	3	E
Language Editing and Proofreading	Prof. Marijana Tomelić Ćurlin, PhD	0	0	45	0	3	E
Interpretation of Literary Texts	Prof. Boris Škvorc, PhD	30	0	15	0	3	E
Rhetoric in Practice	Prof. Anita Runjić-Stoilova, PhD	30	0	15	0	3	E
Young Adult Literature	Assoc. Prof. Lucijana Armanda Šundov, PhD	30	0	15	0	3	E
Chakavian Literature	Assist. Prof. Eni Buljubašić, PhD	30	0	15	0	3	E
Work-based Learning at a Partner Institution ²¹	all teachers in academic teaching positions involved in delivering the course	0	40	30	80	5	E

²⁰ In addition to the elective courses listed above, students may also enrol in other elective courses within the study programme.

²¹ Professional Internship at a Teaching Base – this elective course can be taken in either the winter or the summer semester. It does not count towards the ECTS quota for elective courses, and enrolment is not mandatory. Students may apply for the internship call and, upon completing the course, earn an additional 5 ECTS credits.

LIST OF COURSES							
Year of study: 2nd year of graduate study							
Semester: 4th							
COURSE	LECTURER	L	P	S	F	ECTS	STATUS
Research Methods in Philology	Assoc. Prof. Gordana Galić Kakkonen, PhD	30	0	30	0	5	C
Master's Thesis		0	0	0	0	10	C
Work-based Learning at a Partner Institution ²²	all teachers in academic teaching positions involved in delivering the course	0	40	30	80	5	E

2.2. Course description

Course name	Children's Literature in Teaching						
ID	HZH602	Study year		1.			
Lecturer	izv. prof. dr. sc. Lucijana Armanda Šundov	ECTS workload		3.0			
Associates		Number of hours		L	S	E	P
				30	15	0	0
Course status	Elective	Online percentage		0%			
Course description							
Course aims	<p>The aim of the course is to introduce students to the key themes and content of children's literature and to ways of conveying this content to students in the simplest possible way. The aim is to explore works that are intended or adapted for children in terms of their themes, style and composition. The aim is also to show and explain the development path of children's literature from literature with an emphasis on didactic and pedagogical dimensions to literature that speaks distinctively and recognizably about the world of children and their right to their own literature and its experience free from any burden.</p> <p>The aim is to define and interpret the genre corpus of children's literature (stories - folk and artistic, fantasy stories, poetry, fables, various forms of novels and youth adventure literature, and works of science fiction) and to learn to recognize them.</p> <p>The goal is to focus attention on the canonical names of children's literature (Brothers Grimm, Andersen, Twain, Kipling, F. Molnar, E. Kastner, Gaarder, Pullman, Rowling, etc., and Kuten, Brlić-Mažuranić, Balog, Vitez, Paljetak, Kušan, etc.).</p>						
Enrolment requirements	No conditions required.						

²² Professional Internship at a Teaching Base – this elective course can be taken in either the winter or the summer semester. It does not count towards the ECTS quota for elective courses, and enrolment is not mandatory. Students may apply for the internship call and, upon completing the course, earn an additional 5 ECTS credits.

Learning outcomes	Upon completion of this course, students will be able to: - interpret the meaning and role of individual names and their works in shaping children's literature - notice their importance in teaching literature - interpret the most significant literary works - apply critical methods and insights in evaluating new literary works - discuss literary works in a competent and research-based manner - discuss key issues in the field of children's literature - participate in thematic meetings and round tables on literary topics					
Syllabus	1. Introductory lesson - definition of children's literature 2. Children's literature / relationship to other literature / Picture book and its forms 3. Story: artistic and folk; Fairy tale (Perault, Brothers Grimm, Ivana Brlić-Mažuranić) 4. H. Christian Andersen; influence on the development of children's literature 5. Fantasy (Collodi, Carroll, Lagerlof) 6. James Barrie, Saint-Exupery, Lidgren; Fantasy with animals in the foreground (Lofting) 7. Karel Čapek; Lingren; Nazor; Horvat 8. Fables (Aesop, La Fontaine, Lessing, Krylov) 9. Croatian fables 10. Stories, tales about animals 11. Children's poetry; traditional and modern children's poetry 12. Children's novels; adventure novels; Science fiction works 13. Adventure works; travelogues, biographical works and diaries 14. Plays; Comics 15. Final lecture; discussion about the exam					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	- actively, regularly and constructively participate in classes (students are required to attend at least 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - obtain information about classes that have been missed from other students or in consultations with the professor - prepare and present a seminar paper according to pre-determined criteria - pass a written and oral exam					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: - written exam passed – 50% - seminar paper prepared and presented – 25% - class activity, participation in class discussions – 10% - oral exam passed – 15% The evaluation and grading criteria for individual elements are described in the course repository.					

Required literature	Title	Number of copies available	Availability via other media
	Crnković, M. (1990). Dječja književnost. Zagreb: Školska knjiga.	1	
	Crnković, M. -Težak, D. (200.). Povijest hrvatske dječje književnosti. Zagreb: Znanje.	1	
	Hazard, P. (1970). Knjige, djeca i odrasli. Zagreb: Stylos.	1	
	Diklić, Z.; Težak,D.- Zalar, I. (1996). Primjeri iz dječje književnosti. Zagreb: Divič.		
	Pintarić, A. (1999). Bajke. Pregled i interpretacija. Osijek. Matica hrvatska.		
Supplementary literature	Betelheim, B. (1979). Značenje bajki. Jugoslavija, Beograd. Biti, V. (1981). Bajka i predaja. Zagreb: Liber, Hranjec, S. (1998). Hrvatski dječji roman. Zagreb: Znanje. Idrizović, M. (1984). Hrvatska književnost za djecu. Zagreb: Matica hrvatska. Javor, R. (ur.). (1988). Odrastanje u zrcalu suvremene književnosti za djecu i mladež. Zbornik tekstova. Zagreb. Skok, J. (1990). Lijet Ikara. Antologija hrvatskog dječjeg pjesništva. Zagreb. Težak, D. (2001). Bajke. Antologija. Zagreb. Težak, D. (2001). Basne. Antologija. Zagreb. Umjetnost i dijete, brojevi od 1969. do 1997. Zalar, I. (1991). Pregled hrvatske dječje poezije. Zagreb.		
Quality assurance	- student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - class attendance, class activity, success in completing assignments - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Introductory lesson - definition of children's literature.	2	
Seminar	1. Introductory lesson - definition of children's literature.	1	
Week: 2.			
Predavanja	2. Children's literature / relationship to other literature.	2	
Seminar	2. Different picture books.	1	
Week: 3.			
Predavanja	3. Story: artistic and folk; Fairy tale (Perault, Brothers Grimm, Ivana Brlić-Mažuranić)	2	
Seminar	3. Story: artistic and folk; Fairy tale (Perault, Brothers Grimm, Ivana Brlić-Mažuranić)	1	
Week: 4.			

Predavanja	4. H. Cristian Andersen; utjecaj na razvoj dječje književnosti.	2	
Seminar	4. H. Christian Andersen; influence on the development of children's literature.	1	
Week: 5.			
Predavanja	5. Fantasy.	2	
Seminar	5. Collodi, Carroll, Lagerlof.	1	
Week: 6.			
Predavanja	6. James Barrie, Saint-Exupery, Lidgren.	2	
Seminar	6. Fantasies with animals in the foreground (Lofting).	1	
Week: 7.			
Predavanja	7. Karel Čapek; Lingren.	2	
Seminar	7. Nazor, Horvat.	1	
Week: 8.			
Predavanja	8. Fables (Ezop, La Fontaine).	2	
Seminar	8. Lessing, Krilov.	1	
Week: 9.			
Predavanja	9. Croatian fables.	2	
Seminar	9. Croatian fables.	1	
Week: 10.			
Predavanja	10. Stories, tales about animals.	2	
Seminar	10. Stories, tales about animals.	1	
Week: 11.			
Predavanja	11. Children's poetry: traditional and modern.	2	
Seminar	11. Children's poetry: traditional and modern.	1	
Week: 12.			
Predavanja	12. Children's novels: adventure novels.	2	
Seminar	12. Science fiction.	1	
Week: 13.			
Predavanja	13. Adventure novels, travelogues.	2	
Seminar	13. Biographical works, diaries.	1	
Week: 14.			
Predavanja	14. Children's plays.	2	
Seminar	14. Strip.	1	
Week: 15.			
Predavanja	15. Zaključno predavanje; razgovor o ispitu.	2	
Seminar	15. Zaključno predavanje; razgovor o ispitu.	1	

Course name		SPEECH AND MASS MEDIA						
ID	HZH000	Study year			1.			
Lecturer	prof. dr. sc. Anita Runjić-Stoilova	ECTS workload			3.0			
Associates		Number of hours			L	S	E	P
					30	15	0	0
Course status	Elective	Online percentage			0%			
Course description								
Course aims	The aim of the course is to acquaint students with the basic concepts related to the theory of mass media and with the characteristics of speech in all media genres. Their practical skills in processing verbal and nonverbal performance and rhetorical design in the mass media and also for working with vocal professionals will be developed. The students twill give it a try as presenters, speakers, journalists in electronic media, practicing in the Phonetic Studio and in cooperation with Radio Split.							
Enrolment requirements	None.							
Learning outcomes	Upon completion of this course, students will be able to: - define basic concepts on the theory of mass media - explain the features of verbal and non-verbal performances, rhetorical design on examples in the media - categorize and describe speech functions and styles of different media genres - determine the meaning and importance of active audience participation in the the mass media - recognize the social sensitivity of media speech - take a critical look at their own work and the work of their colleagues							
Syllabus	1. 1. Introduction - basic concepts related to the theory of mass media (2L + 1S) 2. Classification of genres: monologue (2L + 1S) 3. Dialogic (2L + 1S) 4. Polyphonic, artistic and special genres (2L + 1S) 5. Ethics in journalism (2L + 1S) 6. The importance of the audience in the communication design of mass media (2L + 1S) 7. Non-verbal communication (2L + 1S) 8. Logic, poetics and affectivity in the speech of mass media (2L + 1S) 9. Speech styles in the media and related strategies (2L + 1S) 10. Journalistic style and its features (2L + 1S) 11. Figurativeness of journalistic style (2L + 1S) 12. Social sensitivity of media speech (2L + 1S) 13. Political speech and media (2L + 1S) 14. Croatian language in the media (2L + 1S) 15. Spokesperson in the media (2L + 1S)							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision			☐ ☐ ☐ ☐		
Student obligations	Students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - conudt a research and write a seminar - pass a written exam, and an oral one for a higher grade							

	- to be informed about the classes he / she missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☒
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Considering the learning outcomes and students' obligations, the final grade is based on the following elements: - passed written exam (essay) - 70% - research and seminar essay - 30% - passed oral exam - 0% or more (depending on the student's wishes) Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title				Number of copies available	Availability via other media
	Hudeček, L., Mihaljević, M. (2009). Jezik medija. Zagreb: Hrvatska sveučilišna naklada.				1	
	Nikić, J. (1987). Primjer dobrog televizijskog intervjua. Govor, IV, 2, 139- 152.				0	
	Sapunar, M. (2000). Osnove znanosti o novinarstvu. Zagreb: Naprijed.				0	
	Škarić, I. (1988). U potrazi za izgubljenim govorom. Zagreb: Školska knjiga.				0	
	Škarić, I., Varošanec-Škarić, G. (1994). Skupna slika Hrvatske televizije. Govor XI, 2, 1-12.				0	
	Varošanec-Škarić, G. (1995). Govorni stilovi u informativnim emisijama. Govor XII, 1, 71-78.				0	
	Supplementary literature	Biti, V. (1997). Pojmovnik suvremene književne teorije. Zagreb: Matica hrvatska.				
Berruto, G. (1994). Semantika. Zagreb: Antibarbarus.						
Crisell, A. (1986). Understanding Radio. London & New York: Routledge.						
Fairclough, N. (1995). Media Discourse. London. Hodger Education.						
Fiske, J., Hartley, J. (1992). Čitanje televizije. Zagreb: Barbat & Prova.						
Hartley, J. (1982). Understanding News. London & New York: Routledge.						
Ivas, I. (1996). Govorne maske televizijskih govornika. Medijska istraživanja, 2, 1, 3-25.						
King, L. (1994). How to Talk to Anyone, Anytime, Anywhere; The Secrets of Good Communication. New York: Gramercy Books.						
Malović, S. (1996). Bogatstvo izražaja: uvod u novinarstvo. Zagreb: Izvor.						
Malović, S. (2005). Osnove novinarstva. Zagreb: Golden marketing.						
	Malović, S., Ricchiardi, S., Vilović, G. (1998). Etika novinarstva.					
	McCoy, M., Utterback, A. S. (2000). Sound and Look Professional on Television and the Internet. Chicago: Bonus Books, Inc.					
	McLuhan, M. (1971). Understanding Media. Sphere Books Lim. (i ostala djela, primjerice The Gutenberg Galaxy)					
	McQueen, D. (1998). Television; A Media Student's Guide. London: Arnold.					
	Košir, M., Zgrabljic, N. & Ranfl, R. (1999). Život s medijima. Zagreb: Doron.					
	Plenković, M. (1987). Teorija i praksa suvremenog novinarstva. Zagreb: Grafoimpex.					

	<p>Richardson, E. J. (2007). <i>Analysing Newspapers. An Approach from Critical Discourse Analysis</i>. New York: Palgrave Macmillan.</p> <p>Runjić- Stoilova, A. (2012). Retorički tropi u hrvatskim dnevnim novinama. Zbornik radova Filozofskog fakulteta u Splitu, 5. 115-128.</p> <p>Runjić-Stoilova, A. (2017). Tropes as Rhetorical Devices in Croatian Parliamentary Debate. U A. Runjić-Stoilova i G. Varošaneć Škarić (ur.). <i>New Insights into Rhetoric and Argumentation</i>, 175-197. Split: Filozofski fakultet; izvorni znanstveni rad.</p> <p>Runjić-Stoilova, A.; Banković-Mandić, I. (2006). Govor hrvatske televizije kao prestižan. U: J. Granić (ur.) <i>Jezik i mediji – jedan jezik: više svjetova</i>. 63-72.</p> <p>Runjić-Stoilova, A.; Bartulović, I. (2011). Odstupanja od standardnog naglasnog sustava u govoru profesionalnih govornika na HTV-u. Zbornik radova FF u Splitu, 2. 153-168.</p> <p>Runjić-Stoilova, A.; Galić, J. (2013). The representation and reception of paraphrase in newspaper headlines. U: G. Kišiček; I. Žagar (ur.). <i>What do we know about the world? Rhetorical and argumentative perspectives</i>. 257-269. Windsor: WSA i DLDS.</p> <p>Runjić-Stoilova, A.; Pandža A. (2009./2010.). Prilagodba anglizama u govoru na hrvatskim televizijama. <i>Croatian studies review</i>, 6. 229-240.</p> <p>Runjić-Stoilova, A., Stanković, D. (2016). Tropes as Rhetorical Devices in the Presidential Campaign in Croatia. <i>Academic Journal of Interdisciplinary Studies</i> 5, 1, 11-23, izvorni znanstveni rad.</p> <p>Runjić-Stoilova, A.; Varošaneć-Škarić, G. (2016). <i>New Insights into Rhetoric and Argumentation</i>. Split: Filozofski fakultet.</p> <p>Škarić, I.; Varošaneć-Škarić, G. (1994). Ocjene televizijskih govornika. <i>Govor</i> XI, 1, 1-9.</p> <p>Journals: <i>Speech, Media Research, European Journal of Communication</i> (available at: CSA), <i>Television & New Media</i>.</p>		
Quality assurance	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- active participation in class discussions- individual consultations- conducted research and written seminar- passed exam and the fulfillment of the other obligations prescribed by the syllabus- student questionnaire on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction - basic concepts related to the theory of mass media	2	P5
Seminar	Introduction - basic concepts related to the theory of mass media	1	P5
Week: 8.			
Predavanja	Logic, Poetics, and Affectivity in Mass Media Discourse	2	P5
Seminar	Logic, Poetics, and Affectivity in Mass Media Discourse	1	P5
Week: 9.			
Predavanja	Speech styles in the media and related strategies	2	P5
Seminar	Speech styles in the media and related strategies	1	P5

Week: 2.			
Predavanja	Classification of genres: monologue	2	P5
Seminar	Classification of genres: monologue	1	P5
Week: 10.			
Predavanja	Journalistic style and its features	2	P5
Seminar	Journalistic style and its features	1	P5
Week: 3.			
Predavanja	Dialogic genres	2	P5
Seminar	Dialogic genres	1	P5
Week: 11.			
Predavanja	Figurativeness of journalistic style	2	P5
Seminar	Figurativeness of journalistic style	1	P5
Week: 4.			
Predavanja	Polyphonic, artistic and special genres	2	P5
Seminar	Polyphonic, artistic and special genres	1	P5
Week: 12.			
Predavanja	Social sensitivity of media speech	2	P5
Seminar	Social sensitivity of media speech	1	P5
Week: 5.			
Predavanja	Ethics in journalism	2	P5
Seminar	Ethics in journalism	1	P5
Week: 13.			
Predavanja	Political speech and media	2	P5
Seminar	Political speech and media	1	P5
Week: 6.			
Predavanja	The importance of the audience in the communication design of mass media	2	P5
Seminar	The importance of the audience in the communication design of mass media	1	P5
Week: 14.			
Predavanja	Croatian language in the media	2	P5
Seminar	Croatian language in the media	1	P5
Week: 7.			
Predavanja	Non-verbal communication	2	P5
Seminar	Non-verbal communication	1	P5
Week: 15.			
Predavanja	Spokesperson in the media	2	P5
Seminar	Spokesperson in the media	1	P5

Course name	Croatian Maritime Cultural Heritage						
ID	HZH611	Study year	1.				
Lecturer	prof. dr. sc. Marijana Tomelić Ćurlin	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	To acquaint students with Croatian maritime culture, namely traditional shipbuilding, fishery, traditional types of boats, and basic knowledge associated with maritime experience. Also, to develop an interest and respect for maritime cultural heritage						
Enrolment requirements	No additional requirements.						
Learning outcomes	Students will be able to: - recognize different types of traditional boats; - interpret the meaning of the boat in a community - will be acquainted with different programs of preservation of maritime culture - will be acquainted with Croatian contributions to the development of world fishery - explore and interpret maritime heritage of a community through independent seminar work - recognize the trans-ethnic character of maritime culture						
Syllabus	1. Introduction: Croatia as maritime country: Greek. Pontos, lat. pons, tal. ponte, slav. put paradox of an island 2. Maritime heritage in Croatia: disappearance of traditional boats, rebuilding traditions maritime culture 3. Semiotics of boat: boat as collective memory symbol; semiotics of ships: cradle, uterus, coffin, 4 boat archetypes 4. Boat at as shipbuilding tradition monument: boat archetypes, boat anthropomorphism, shipbuilding heritage, maritime heritage(artefacts, iconography, written documents) and intangible maritime heritage (skills, knowledge, memory) boat's design evolution 5. Typology of traditional boats: Croatian Adriatic traditional boat types: liburnijska serilija, starohrvatska kondura, neretvanska lađa kao živi fosil brodogradnje, brodovi ravna dna: ladva, neretvanska trupa, batana, sandul, sandula, top, batel, bragoc; varijacije pojedinih lokalnih jadranskih konstrukcijskih rješenja, nazivlja, načini korištenja itd. prema lokalitetima; jadranske brodice okruglih bokova: leut, gajeta, gajeta falkuša,guc, pasara, bracara, trabakul, pelig, stela, loger, kuter, škuna; evolucija brodica obalne plovidbe: karaka, galijun, karavela, marsiljana, patač, kekja, grip, pulaka, brigantina, galija; jedrenjaci oceanske plovidbe: bark, brik, škunabark, nava, škuna, kuter; typology of Adriatic boats, evolution of shipbuilding techniques in comparison to European, Mediterranean and world tradition 6. Boat as axis of Maritime culture: navigation, fishing, weather forecasting, fish knowlegde and cuisine: insularity, boat sacrificing, seamen's beliefs, ex voto, Mediterranean diet 7. Reading the littoral maritime landscape 1: Dalmatia - Terra nauta; men's relationship to sea biodiversity, Mediterranean monk seal example, Cultural features in Mediterranean oikos; sea in art 8. Gajeta falkuša boat: Project Ars halieutica; reconstruction and building of traditional boat; world promotion of Croatian maritime heritage; interdisciplinary research, memory of the human hand						

	9. Maritime language: ichthyonomy; maritime lexis in Croatian lexicon, comparative boat nomenclature, lingua franca phenomenon 10. Reading the littoral maritime landscape 2: Dalmatia - Terra nauta; men's relationship to sea biodiversity, Mediterranean monk seal example, Cultural features in Mediterranean oikos; sea in art 11. Seafarers' stories: sailboat captains' stories; interpretation of text 'Mali' 12. Anonymity and traditional forecasting at sea: old fishermen's experience in weather forecasting at sea 13. Croatian fisherman to world fishery: Croatian inventors and pioneers: San Pedro, San Diego, Alaska (USA); Iquique and Antofagasta (Chile), Lima (Peru), Port Lincoln, Perth and Fremantle (Australia); inventors: Martin Bogdanović, Mario Puratić, Petar Dragić, Jakov Kuljiš, John Resich, Dinko Lukin, Šime Šarin, Nikola Bezmalinović, Mateo Zlatar Ostojić 14. Croatian lighthouses: lecture by lighthouse expert dr. sc. Mate Perišić 15. Project presentation: virtual museum of Adriatic narrative					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		Mentorski rad Radionice ☐ ☐ ☒ ☒	
Student obligations	The students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - prepare a seminar paper according to the instructions of the teacher - hold a short presentation on the selected topic according to the teacher's instructions - pass oral exam					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the realization of the following elements: 1. seminar presentation in classes - 20% 2. prepared seminar paper in accordance with the instructions of the teacher - 30% 3. oral exam - 30% 4. activity and participation in class - 20% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Božanić, J. (2013). Doba srebra. Čakavska rič 1–2. str. 5.–89.			3	ne	

	Božanić, J. (2007). Guc - Naratološka interpretacija zapisa jednog doživljaja mora; str. 17 Čakavska rič.	0	da
	Božanić, J. – Terra nauta – Doprinos hrvatskih ribara svjetskom ribarstvu, Sušačka revija br. 65	0	da
	Božanić, J. Mali (1999) – lingvostilistička interpretacija jednog zapisa nepoznatog pomorca iz 19. stoljeća o životu maloga na jedrenjacima, Čakavska rič br. 2., str.143–189.	3	ne
	Božanić, J. (2011). Lingua halieutica. Ribarski jezi Komiže. Split: Književni krug	2	ne
	Matvejević, P. (1990). Mediteranski brevijar. Grafički zavod Hrvatske, Zagreb.	1	ne
	Salamon, V. Requiem za brod. serija tekstova o tradicionalnim brodovima.	0	da
	Vidović, R. (2004). Život pod Jedrima. Split: Književni krug.	2	ne
Supplementary literature	Božanić, J. (2003). Memento baštinicima hrvatskog arhipelaga. U: Majnarić, M. (ur.). Hrvatsko podmorje. Biseri Jadrana, Zagreb: Fabra, 29-135. Božanić, J. (1999). Ribarska aristokracija, Cicero 2, 39 – 42. Božanić, J. (1998). Ethos i logos komiške gajete falkuše. Iskustvo multidisciplinarnog proučavanja hrvatske pomorske baštine, HAZU, 17.3.1998, «Brodogradnja» Božanić, J., Salamon, V. (1997). Poiesis iskustva življenja s morem u maritimnoj kulturi hrvatskog arhipelagosa, "Knjiga Mediterana 97", Split. Carić, J. (1984). Slike iz pomorskoga života. Zagreb: MH.		
Quality assurance	- regular class attendance and activity - active participation in class discussions - individual consultations - passed all parts of the exam - student questionnaire on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction: Croatia as maritime country: Greek. Pontos, lat. pons, tal. ponte, slav. put paradox of an island	2	
Seminar	Introduction: Croatia as maritime country: Greek. Pontos, lat. pons, tal. ponte, slav. put paradox of an island	1	
Week: 2.			
Predavanja	Maritime heritage in Croatia: disappearance of traditional boats, rebuilding traditions maritime culture	2	
Seminar	Maritime heritage in Croatia: disappearance of traditional boats, rebuilding traditions maritime culture	1	
Week: 3.			

Predavanja	Semiotics of boat: boat as collective memory symbol; semiotics of ships: cradle, uterus, coffin, 4 boat archetypes	2	
Seminar	Semiotics of boat: boat as collective memory symbol; semiotics of ships: cradle, uterus, coffin, 4 boat archetypes	1	
Week: 4.			
Predavanja	Boat as shipbuilding tradition monument: boat archetypes, boat anthropomorphism, shipbuilding heritage, maritime heritage(artefacts, iconography, written documents) and intangible maritime heritage (skills, knowledge, memory) boat's design evolution	2	
Seminar	. Boat as shipbuilding tradition monument: boat archetypes, boat anthropomorphism, shipbuilding heritage, maritime heritage(artefacts, iconography, written documents) and intangible maritime heritage (skills, knowledge, memory) boat's design evolution	1	
Week: 5.			
Predavanja	Typology of traditional boats: Croatian Adriatic traditional boat types: liburnijska serilija, starohrvatska kondura, neretvanska lađa kao živi fosil brodogradnje, brodovi ravna dna: ladva, neretvanska trupa, batana, sandul, sandula, top, batel, bragoc; varijacije pojedinih lokalnih jadranskih konstrukcijskih rješenja, nazivlja, načini korištenja itd. prema lokalitetima; jadranske brodice okruglih bokova: leut, gajeta, gajeta falkuša, guc, pasara, bracara, trabakul, pelig, stela, loger, kuter, škuna; evolucija brodice obalne plovidbe: karaka, galijun, karavela, marsiljana, patač, kekja, grip, pulaka, brigantina, galija; jedrenjaci oceanske plovidbe: bark, brik, škunabark, nava, škuna, kuter; typology of Adriatic boats, evolution of shipbuilding techniques in comparison to European, Mediterranean and world tradition	2	
Seminar	Typology of traditional boats: Croatian Adriatic traditional boat types: liburnijska serilija, starohrvatska kondura, neretvanska lađa kao živi fosil brodogradnje, brodovi ravna dna: ladva, neretvanska trupa, batana, sandul, sandula, top, batel, bragoc; varijacije pojedinih lokalnih jadranskih konstrukcijskih rješenja, nazivlja, načini korištenja itd. prema lokalitetima; jadranske brodice okruglih bokova: leut, gajeta, gajeta falkuša, guc, pasara, bracara, trabakul, pelig, stela, loger, kuter, škuna; evolucija brodice obalne plovidbe: karaka, galijun, karavela, marsiljana, patač, kekja, grip, pulaka, brigantina, galija; jedrenjaci oceanske plovidbe: bark, brik, škunabark, nava, škuna, kuter; typology of Adriatic boats, evolution of shipbuilding techniques in comparison to European, Mediterranean and world tradition	1	
Week: 6.			
Predavanja	Boat as axis of Maritime culture: navigation, fishing, weather forecasting, fish knowledge and cuisine: insularity, boat sacrificing, seamen's beliefs, ex voto, Mediterranean diet	2	
Seminar	Boat as axis of Maritime culture: navigation, fishing, weather forecasting, fish knowledge and cuisine: insularity, boat sacrificing, seamen's beliefs, ex voto, Mediterranean diet	1	
Week: 7.			
Predavanja	Reading the littoral maritime landscape 1: Dalmatia - Terra nauta; men's relationship to sea biodiversity, Mediterranean	2	

	monk seal example, Cultural features in Mediterranean oikos; sea in art		
Seminar	Reading the littoral maritime landscape 1: Dalmatia - Terra nauta; men's relationship to sea biodiversity, Mediterranean monk seal example, Cultural features in Mediterranean oikos; sea in art	1	
Week: 8.			
Predavanja	Gajeta falkuša boat: Project Ars halieutica; reconstruction and building of traditional boat; world promotion of Croatian maritime heritage; interdisciplinary research, memory of the human hand	2	
Seminar	Gajeta falkuša boat: Project Ars halieutica; reconstruction and building of traditional boat; world promotion of Croatian maritime heritage; interdisciplinary research, memory of the human hand	1	
Week: 9.			
Predavanja	Maritime language: ichthyonomy; maritime lexis in Croatian; exicology, comparative boat nomenclature, lingua franca phenomenon	2	
Seminar	Maritime language: ichthyonomy; maritime lexis in Croatian; exicology, comparative boat nomenclature, lingua franca phenomenon	1	
Week: 10.			
Predavanja	Reading the littoral maritime landscape 2: Dalmatia - Terra nauta; men's relationship to sea biodiversity, Mediterranean monk seal example, Cultural features in Mediterranean oikos; sea in art	2	
Seminar	Reading the littoral maritime landscape 2: Dalmatia - Terra nauta; men's relationship to sea biodiversity, Mediterranean monk seal example, Cultural features in Mediterranean oikos; sea in art	1	
Week: 11.			
Predavanja	Seafarers' stories: sailboat captains' stories; interpretation of text 'Mali'	2	
Seminar	Seafarers' stories: sailboat captains' stories; interpretation of text 'Mali'	1	
Week: 12.			
Predavanja	Anonymy and traditional forecasting at sea: old fishermen's experience in weather forecasting at sea	2	
Seminar	Anonymy and traditional forecasting at sea: old fishermen's experience in weather forecasting at sea	1	
Week: 13.			
Predavanja	Croatian fisherman to world fishery: Croatian inventors and pioneers: San Pedro, San Diego, Alaska (USA); Iquique and Antofagasta (Chile), Lima (Peru), Port Lincoln, Perth and Fremantle (Australia); inventors: Martin Bogdanović, Mario Puratić, Petar Dragić, Jakov Kuljiš, John Resich, Dinko Lukin, Šime Šarin, Nikola Bezmalinović, Mateo Zlatar Ostojić	2	
Seminar	Croatian fisherman to world fishery: Croatian inventors and pioneers: San Pedro, San Diego, Alaska (USA); Iquique and Antofagasta (Chile), Lima (Peru), Port Lincoln, Perth and Fremantle (Australia); inventors: Martin Bogdanović, Mario	1	

	Puratić, Petar Dragić, Jakov Kuljiš, John Resich, Dinko Lukin, Šime Šarin, Nikola Bezmalinović, Mateo Zlatar Ostojić		
Week: 14.			
Predavanja	Croatian lighthouses: lecture by lighthouse expert dr. sc. Mate Perišić	2	
Seminar	Croatian lighthouses: lecture by lighthouse expert dr. sc. Mate Perišić	1	
Week: 15.			
Predavanja	Project presentation: virtualn museum of Adriatic narrative	2	
Seminar	Project presentation: virtualn museum of Adriatic narrative	1	

Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning			☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		Terensko-istraživački rad ☒ ☐ ☐ ☐
Student obligations	1. Attendance at lectures and seminars Note: - Attendance in the course does not contribute to the final grade, but it is a prerequisite for taking the exam. - Minimum attendance requirement: lectures – 80%, seminars – 80%. 2. Students should obtain information about missed classes during instructors' consultation hours or from fellow students. 3. Prepare and present a seminar paper. 4. Pass the oral exam. 5. Respect the ethical and academic principles of the higher education institution. 6. Adhere to the timeframes required for completing course activities.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	1. Active participation in class, including participation in discussions during lectures and seminars – 10% 2. Completed and presented seminar paper – 40% 3. Oral exam – 50% (Criteria for assessment and grading of individual components are described in the course repository.)					
Required literature	Title			Number of copies available		Availability via other media
	Dragić, M. (2008). Poetika i povijest hrvatske usmene književnosti. Fakultetski udžbenik. Split: Filozofski fakultet Sveučilišta u Splitu. (Poglavlja o usmenoj lirici, retorici, folklornom kazalištu i dr.).					Da
	Gavazzi, M. (1991). Godinu dana hrvatskih narodnih običaja. III izdanje, Zagreb: Hrvatski sabor kulture.			3		
	Dragić, M. (2019). Srećonosni gost u hrvatskoj kulturnoj baštini i europskom kontekstu. Ethnologica Dalmatica 26 (1). Split: Etnografski muzej Split. 97-121.					Da
	Dragić, M. (2015). Hrvatski panspermijski običaji, ophodi, obredi i divinacije u europskom kontekstu, Croatica et Slavica Iadertina, Sveučilište u Zadru, Zadar, 2015.					Da

	Dragić, M. (2014). Badnje jutro i dan u kršćanskoj tradicijskoj kulturi, <i>Croatica et Slavica Iadertina</i> , 10/2, Odjel za kroatistiku i slavistiku, Sveučilišta u Zadru, Zadar, 399-435.		Da
	Dragić, M. (2014). Ljubavne divinacije u kulturnoj baštini Hrvata, Bošnjaka, Srba i Poljaka. <i>Ethnologica Dalmatica</i> , Vol. 21, No. 1, Split: Etnografski muzej. 103.-123.		Da
	Dragić, M. (2013). Mitski svijet Zagore u kontekstu europske mitologije. Split: Kulturni sabor Zagore, Filozofski fakultet u Splitu - Odsjek za povijest i Veleučilište u Šibeniku. 195-227.		Da
	Dragić, M. (2012). Vuk u folkloru Hrvata, <i>Poznańskie Studia Slawistyczne</i> 3. Poznań: Adam Mickiewicz University Press. 45.-59.		Da
	Dragić, M. (2012). Velike poklade u tradicijskoj baštini Hrvata. <i>Croatica et Slavica Iadertina</i> , 8 (1), Zadar: Odjel za kroatistiku i slavistiku, Sveučilišta u Zadru. 155-188.		Da
	Dragić, M. (2012). Lada i Ljeljo u folkloristici Hrvata i slavenskom kontekstu. Zbornik radova Filozofskoga fakulteta u Splitu. Split: Filozofski fakultet Sveučilišta u Splitu. 43.-62		Da
	Dragić, M. (2010). Badnja noć u folkloristici Hrvata. <i>Croatica et Slavica Iadertina</i> br. 6. Zadar: Odjel za kroatistiku i slavistiku, Sveučilišta u Zadru. 229-264.		Da
	Dragić, M. (2009). Spasovo u hrvatskoj tradicijskoj baštini. <i>Crkva u svijetu</i> , Vol. 44, No. 3. Split: Katolički bogoslovni fakultet Sveučilišta u Splitu. 205.-228.		Da
	Dragić, M. (2009). Čuvari Kristova groba u crkveno-pučkoj baštini Hrvata. <i>Ethnologica Dalmatica</i> , Vol. 17. Split: Etnografski muzej Split, vol. 17. 5-32.		Da
	Dragić, M. (2008). Advent u liturgiji i narodnoj kulturi Hrvata. <i>Crkva u svijetu</i> , Vol. 43. No. 3, Split: Katolički bogoslovni fakultet Sveučilišta. 414-440.		Da
	Dragić, M. (2007). Apotropejski obredi, običaji i ophodi u hrvatskoj tradicijskoj kulturi. <i>Croatica et Slavica Iadertina</i> br. 3. Zadar: Odjel za kroatistiku i slavistiku, Sveučilišta u Zadru. 369-390.		Da
Supplementary literature	- Dragić, M. (2011). Basme u hrvatskoj usmenoj retorici i izvedbi. <i>Balkanski folklor jako kod interkulturowy</i> , tom 1, (Joanny Rękas). Poznań: Wydawnictwo Uniwersytetu Adam Mickiewicza. 75-98. - Graves, R. (2003). Grčki mitovi. Zagreb. - Katičić, R. (1996). <i>Mythologicum Illyricum</i> . Zagreb. - Botica, S. (2011). <i>Biblija i hrvatska kulturna tradicija</i> . Zagreb: Školska knjiga. - Nodilo, N. (1991). <i>Stara vjera Srba i Hrvata</i> . (pretisak). Split: Logos. - Kulušić, Š. (1979). <i>Stara slavenska religija u svjetlu novijih istraživanja</i> . Sarajevo.		

	<ul style="list-style-type: none">- Zečević, S. (1973). Elementi naše mitologije u narodnim obredima uz igru. Zenica: Izdanja muzeja grada Zenice, Radovi V.- Fučić, B. (1962). Sveti Juraj i Zeleni Juraj. Zagreb: JAZU.- Pilar, I. (1931). O dualizmu u vjeri starih Slovjena i o njegovu podrijetlu i značenju. Zbornik za narodni život i običaje južnih Slavena. Jugoslavenska akademija znanosti i umjetnosti, knjiga XXVIII, sv. 1, urednik dr. D. Boranić. Nadbiskupska tiskara Zagreb, Zagreb: JAZU. 1-86.		
Quality assurance	<ul style="list-style-type: none">- Attendance in classes, active participation in class, and success in completing assignments.- Student survey on the quality of teaching and instructors at the university level.- Passing the exam and fulfilling other syllabus requirements.- Individual consultations.- Students' self-assessment of achieved learning outcomes.- Peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction – Traditional culture as an important segment of intangible cultural heritage	2	
Seminar	Introduction – Traditional culture as an important segment of intangible cultural heritage	1	
Week: 2.			
Predavanja	Advent	2	
Seminar	Advent.	1	
Week: 3.			
Predavanja	Christmas Eve	2	
Seminar	Christmas Eve	1	
Week: 4.			
Predavanja	Christmas period	2	
Seminar	Christmas period	1	
Week: 5.			
Predavanja	Carnival season	2	
Seminar	Carnival season	1	
Week: 6.			
Predavanja	Passion heritage	2	
Seminar	Passion heritage	1	
Week: 7.			
Predavanja	Early Christian male and female martyrs (Saint Domnius, Saint Blaise, Saint Vitus, Saint Anastasia, Saint Catherine, etc.)	2	
Seminar	Early Christian male and female martyrs (Saint Domnius, Saint Blaise, Saint Vitus, Saint Anastasia, Saint Catherine, etc.)	1	
Week: 8.			
Predavanja	Mythological and demonological beings	2	
Seminar	Mythological and demonological beings	1	

Week: 9.			
Predavanja	Love divination rituals	2	
Seminar	Love divination rituals	1	
Week: 10.			
Predavanja	Spring processions – Ladarice, Jurjaši and Jurjašice, Filipovčice, Kraljice, Dodole, Ivančice in Croatian and Slavic traditional culture	2	
Seminar	Spring processions – Ladarice, Jurjaši and Jurjašice, Filipovčice, Kraljice, Dodole, Ivančice in Croatian and Slavic traditional culture	1	
Week: 11.			
Predavanja	Spring processions – Ladarice, Jurjaši and Jurjašice, Filipovčice, Kraljice, Dodole, Ivančice in Croatian and Slavic traditional culture	2	
Seminar	Spring processions – Ladarice, Jurjaši and Jurjašice, Filipovčice, Kraljice, Dodole, Ivančice in Croatian and Slavic traditional culture	1	
Week: 12.			
Predavanja	Wolf-related rituals and processions among Croats and other peoples	2	
Seminar	Wolf-related rituals and processions among Croats and other peoples	1	
Week: 13.			
Predavanja	Apotropaic rituals, processions, and customs	2	
Seminar	Apotropaic rituals, processions, and customs	1	
Week: 14.			
Predavanja	Panspermic rituals, processions, and customs	2	
Seminar	Panspermic rituals, processions, and customs	1	
Week: 15.			
Predavanja	Magical rituals (incantations)	2	
Seminar	Magical rituals (incantations)	1	

Course name	Croatian language for foreigners C1.1						
ID		Study year	1.				
Lecturer	Ina Bilonić, lekt. dr. sc. Helena Burić, v. pred. dr. sc. Josipa Korljan Bešlić, v. lekt.	ECTS workload	5.0				
Associates		Number of hours	L	S	E	P	
			0	0	140	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim is to familiarize participants with the grammatical and orthographic rules of the Croatian language with the aim of applying this knowledge in everyday use of the Croatian language.						
Enrolment requirements	Completed Croatian Language for Foreigners B2 or certificate of knowledge of the Croatian language at the B2 level.						
Learning outcomes	After completing and passing the course, participants will be able to: 1. Understand enough to follow extended discourse on abstract and complex topics outside their own field, although they may occasionally need to confirm details, especially if the language variety is unfamiliar. 2. Recognize a wide range of idiomatic expressions and colloquialisms and notice shifts in register. 3. Follow extended discourse even when it is not clearly structured and when relationships are only implied rather than explicitly signaled. 4. Understand in detail long and complex texts, regardless of whether they relate to familiar or unfamiliar topics. 5. Rely on a good command of a broad lexical repertoire, which allows easy overcoming of gaps through circumlocution. 6. Choose among several vocabulary options in almost all situations, using synonyms and even less common expressions. 7. Use idiomatic expressions and colloquialisms well; manage wordplay with relative ease. 8. Understand and appropriately use a range of technical vocabulary and idiomatic expressions specific to their field. 9. Skillfully use contextual, grammatical, and lexical cues to infer attitudes, moods, and intentions, and predict what is likely to happen next.						
Syllabus	week 1: a) topics and vocabulary: heritage and the contemporary world b) grammatical units: i-type nouns, nouns mati (mother) and kći (daughter), order of clitics, modal accusative, verbal aspect and prefixed verbs c) cultural topics: festivals in Croatia, Špancirfest, Mediterranean Film Festival week 2 : a) topics and vocabulary: Croatian intangible cultural heritage b) grammatical units: compound and concluding clauses, concluding connectors, abbreviations c) cultural topics: traditional products, klapa songs week 3: a) topics and vocabulary: modern etiquette, words in context, norms of good behavior b) grammatical units: collective nouns, nouns gospoda (gentlemen), djeca (children), braća (brothers), reflexive-possessive pronoun, congruence of collective nouns, prefixed verbs, verbal aspect, adversative clauses c) cultural topics: the story of the cravat, the story of the Croatian coat of arms						

	<p>week 4 :</p> <p>a) topics and vocabulary: present and past customs, euphemisms</p> <p>b) grammatical units: demonstrative pronouns, fixed expressions with the locative, congruence with collective plural, prefixed verbs, verbal aspect, disjunctive, exclusive and gradational clauses, use of the comma</p> <p>c) cultural topics: Croatian holidays, Za križon procession, contemporary Croatian authors</p> <p>week 5</p> <p>a) topics and vocabulary: technology and today's society</p> <p>b) grammatical units: nouns dijete (child), ime (name), vrijeme (time), dob (age), doba (period), posao (work), dio (part), anđeo (angel); interrogative-relative pronouns, prefixed verbs, verbal aspect, attributive clauses, explanatory connectors</p> <p>c) cultural topics: Croatian innovators and scientists</p> <p>week 6:</p> <p>a) topics and vocabulary: consumerism, Croatian consumers, marketing</p> <p>b) grammatical units: nouns of foreign origin, emphatic genitive, fixed expressions with the genitive, prefixed verbs, verbal aspect</p> <p>c) cultural topics: Benkovac Fair, the most famous Croatian advertisements</p> <p>week 7:</p> <p>a) topics and vocabulary: Croatian market, online market and marketing, new professions</p> <p>b) grammatical units: causal and consecutive clauses, causal-consecutive connectors, use of capital letters</p> <p>c) cultural topics: Croatian online advertising platforms, famous figures from the public life of Split</p> <p>week 8 :</p> <p>a) topics and vocabulary: stereotypes, self-perceptions and perceptions of others</p> <p>b) grammatical units: passive participle, formation of ethnics, explanatory genitive, objective genitive, congruence</p> <p>c) cultural topics: Croatian anniversaries, Croatian history (selected topics), political system</p> <p>week 9 :</p> <p>a) topics and vocabulary: the state and nation branding</p> <p>b) grammatical units: prefixed verbs, verbs in context, verbal aspect, purposive clauses, purposive connectors, capitalization of geographical names</p> <p>c) cultural topics: Božo Skoko's book Croatia in 33 Stories, names in Croatia</p> <p>1week 10:</p> <p>a) topics and vocabulary: the position of women in contemporary society</p> <p>b) grammatical units: masculine names ending in -o, -a, and -e; masculine names ending in -ko and -je; numeral nouns with suffixes -ojica and -orica</p> <p>c) cultural topics: International Women's Day, famous Croatian women</p> <p>week 11 :</p> <p>a) topics and vocabulary: marketing and communication in today's world</p> <p>b) grammatical units: prefixed verbs, verbal aspect, conditional clauses, conditional connectors, capitalization of street names, buildings, and historical events</p> <p>c) cultural topics: carnival, southern Croatia, Croatian museums</p> <p>week 12 :</p> <p>a) topics and vocabulary: travel, tourism in Croatia</p> <p>b) grammatical units: indefinite pronouns, indefinite adjectival declension, pluralia tantum, locative adverbs, emphatic dative, exclamatory dative</p> <p>c) cultural topics: Croatian tourist destinations, history of tourism in</p>
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	Croatia 1week 13 : a) topics and vocabulary: transport and travel b) grammatical units: verbs in context, prefixed verbs, verbal aspect, spatial and temporal clauses, spatial and temporal connectors, capitalization in possessive and relational adjectives c) cultural topics: Nikola Tesla Technical Museum, Marco Polo week 14 : a) topics and vocabulary: tolerance, cinematography b) grammatical units: mobile vowels, numeral nouns with suffixes -oje and -ero, quantitative adverbs with suffixes -ak and -injak, predicative and adjectival instrumental, prefixed verbs, verbal aspect, modal clauses, modal connectors c) cultural topics: Croatian cinematography week 15 : a) topics and vocabulary: nature, environmental protection, climate change b) grammatical units: aorist, imperfect, pluperfect, instrumental with prepositions, direct and indirect speech, verbs in context, verbal aspect c) cultural topics: Croatian national parks and nature parks Preparation and presentation of an essay on a pre-assigned topic and preparation for the final written and oral exam.					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	actively and constructively participate in the teaching process participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course attend at least 80% of classes (attendance is not included in the final grade but is a prerequisite for taking the exam) behave in accordance with ethical and scientific principles in higher education pass the written and oral examination prepare a seminar paper and a field research paper obtain information about missed classes during instructors' office hours and from fellow students adhere to the prescribed time frames for completing course assignments and activities					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Success will be assessed on the basis of participation and active work in practical classes, active participation in discussions, and successful completion of the assigned tasks during classes (10%), a completed and presented seminar paper (28,800 characters) (30%), and the results of the oral (30%) and written examination (30%).					

	The assessment and grading criteria for each component are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Udier, S. L.. 2014. Razgovarajte s nama B2 – C1. Zagreb: FF Press.	2	ne
	aktualni članci iz dnevnog tiska, romani hrvatskih književnika, znanstveni članci... (određuju se prema interesima polaznika)		da
Supplementary literature	Anić, V. Rječnik hrvatskog jezika. Zagreb, Novi liber, 1994. Babić, Moguš. Hrvatski pravopis. Zagreb: Školska knjiga, 2011. Hudeček, L., Mihaljević, M. 2023. Hrvatska školska gramatika. Zagreb: Institut za hrvatski jezik I jezikoslovlje. Matovac, D. 2002. Basic Croatian Grammar. Zagreb, Hrvatska sveučilišna naklada		
Quality assurance	attendance, class participation, and successful completion of assignments student survey on the quality of teaching and instructors at the university level passing the examination and fulfilling other obligations prescribed by the syllabus individual consultations students' self-assessment of achieved learning outcomes collaborative evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lektorske vježbe	a) topics and vocabulary: heritage and the contemporary world b) grammatical units: i-type nouns, nouns mati (mother) and kći (daughter), order of clitics, modal accusative, verbal aspect and prefixed verbs c) cultural topics: festivals in Croatia, Špancirfest, Mediterranean Film Festival	9	
Week: 2.			
Lektorske vježbe	a) topics and vocabulary: Croatian intangible cultural heritage b) grammatical units: compound and concluding clauses, concluding connectors, abbreviations c) cultural topics: traditional products, klapa songs	9	
Week: 3.			
Lektorske vježbe	a) topics and vocabulary: modern etiquette, words in context, norms of good behavior b) grammatical units: collective nouns, nouns gospoda (gentlemen), djeca (children), braća (brothers), reflexive-possessive pronoun, congruence of	9	

	collective nouns, prefixed verbs, verbal aspect, adversative clauses c) cultural topics: the story of the cravat, the story of the Croatian coat of arms		
Week: 4.			
Lektorske vježbe	a) topics and vocabulary: present and past customs, euphemisms b) grammatical units: demonstrative pronouns, fixed expressions with the locative, congruence with collective plural, prefixed verbs, verbal aspect, disjunctive, exclusive and gradational clauses, use of the comma c) cultural topics: Croatian holidays, Za križon procession, contemporary Croatian authors	9	
Week: 5.			
Lektorske vježbe	a) topics and vocabulary: technology and today's society b) grammatical units: nouns dijete (child), ime (name), vrijeme (time), dob (age), doba (period), posao (work), dio (part), anđeo (angel); interrogative-relative pronouns, prefixed verbs, verbal aspect, attributive clauses, explanatory connectors c) cultural topics: Croatian innovators and scientists	9	
Week: 6.			
Lektorske vježbe	a) topics and vocabulary: consumerism, Croatian consumers, marketing b) grammatical units: nouns of foreign origin, emphatic genitive, fixed expressions with the genitive, prefixed verbs, verbal aspect c) cultural topics: Benkovac Fair, the most famous Croatian advertisements	9	
Week: 7.			
Lektorske vježbe	a) topics and vocabulary: Croatian market, online market and marketing, new professions b) grammatical units: causal and consecutive clauses, causal-consecutive connectors, use of capital letters c) cultural topics: Croatian online advertising platforms, famous figures from the public life of Split	9	
Week: 8.			
Lektorske vježbe	a) topics and vocabulary: stereotypes, self-perceptions and perceptions of others b) grammatical units: passive participle, formation of ethnics, explanatory genitive, objective genitive, congruence	9	

	c) cultural topics: Croatian anniversaries, Croatian history (selected topics), political system		
Week: 9.			
Lektorske vježbe	a) topics and vocabulary: the state and nation branding b) grammatical units: prefixed verbs, verbs in context, verbal aspect, purposive clauses, purposive connectors, capitalization of geographical names c) cultural topics: Božo Skoko's book Croatia in 33 Stories, names in Croatia	9	
Week: 10.			
Lektorske vježbe	a) topics and vocabulary: the position of women in contemporary society b) grammatical units: masculine names ending in -o, -a, and -e; masculine names ending in -ko and -je; numeral nouns with suffixes -ojica and -orica c) cultural topics: International Women's Day, famous Croatian women	9	
Week: 11.			
Lektorske vježbe	a) topics and vocabulary: marketing and communication in today's world b) grammatical units: prefixed verbs, verbal aspect, conditional clauses, conditional connectors, capitalization of street names, buildings, and historical events c) cultural topics: carnival, southern Croatia, Croatian museums	9	
Week: 12.			
Lektorske vježbe	a) topics and vocabulary: travel, tourism in Croatia b) grammatical units: indefinite pronouns, indefinite adjectival declension, pluralia tantum, locative adverbs, emphatic dative, exclamatory dative c) cultural topics: Croatian tourist destinations, history of tourism in Croatia	9	
Week: 13.			
Lektorske vježbe	a) topics and vocabulary: transport and travel b) grammatical units: verbs in context, prefixed verbs, verbal aspect, spatial and temporal clauses, spatial and temporal connectors, capitalization in possessive and relational adjectives c) cultural topics: Nikola Tesla Technical Museum, Marco Polo	9	
Week: 14.			
Lektorske vježbe	a) topics and vocabulary: tolerance, cinematography b) grammatical units: mobile vowels, numeral nouns with suffixes -oje and	9	

	-ero, quantitative adverbs with suffixes -ak and -injak, predicative and adjectival instrumental, prefixed verbs, verbal aspect, modal clauses, modal connectors c) cultural topics: Croatian cinematography		
Week: 15.			
Lektorske vježbe	a) topics and vocabulary: nature, environmental protection, climate change b) grammatical units: aorist, imperfect, pluperfect, instrumental with prepositions, direct and indirect speech, verbs in context, verbal aspect c) cultural topics: Croatian national parks and nature parks Preparation and presentation of an essay on a pre-assigned topic and preparation for the final written and oral exam. Field classes. Izrada i prezentacija eseja na unaprijed zadanu temu i priprema za završni pisani i usmeni ispit. Terenska nastava	14	

Course name	Krlježa i Andrić							
ID	HZH207		Study year		1.			
Lecturer	prof. dr. sc. Boris Škvorc		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
30					15	0	0	
Course status	Elective		Online percentage		25%			
Course description								
Course aims	<p>The broadly conceived aim of this course is to familiarize students with the opuses, poetics, and politics of the two most significant South Slavic writers of the twentieth century. The main goal is to present, and in practice examine, different conceptions of interpreting a literary work, the relationship of a literary work to the poetics and politics of discourse, and the place of literary works within conceptions of literature and twentieth-century history.</p> <p>The emphasis is on enabling students to acquire the knowledge and skills of philological textual analysis, critical reading of any form of text, and recognizing the ideological, political, and other hegemonic layers inscribed in literary and other historically situated texts. Familiarizing with these problems within the opus of Andrić and Krlježa serves as an example of good practice, and the goal is to enable students to transfer these insights to other writers, poetics, and opuses. This will allow for a better understanding of the position of identities and ideologies in the territory of the Republic of Croatia and surrounding countries during the twentieth century.</p> <p>Two are particularly important methodologically inscribed goals. One is to understand the meaning of postcolonial theory and New Historicist studies for the study of South Slavic culture and identity in these spaces. This is achieved through targeted reading of Krlježa and Andrić. The other consists of examining the permeability of the corpus and the location of writers in relation to other cultures, which is studied through Andrić's and Krlježa's novels.</p>							
Enrolment requirements	No prerequisites							
Learning outcomes	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none">- investigate the meaning and structure of literary and non-literary texts in the context of Croatian and South Slavic culture of the twentieth century;- study scholarly and professional literature while taking into account comparative and evaluative factors;- apply reflective and critical methods in forming their own assumptions about literary concepts, poetics, literary value, and the influence of ideologies and hegemonies on the meaning/reading of texts;- discuss research approaches used in the fields of literary history, literary theory, and cultural theory;- discuss key questions from the field of theoretical study of cultural history, theoretical thought, and humanistic paradigms at the local, national, and international levels;- apply the knowledge and methodological skills gained in this course to the study and teaching of literature and culture, as well as to critical participation in social life and professional career;- apply creative elements of the text evaluation process in creating their own space for action in their later professional life.							
Syllabus	<p>1. Andrić's and Krlježa's short stories (The Journey of Alija Đerzelez, Hodorlahomor the Great, Andrić's "friar cycle", Krlježa's "war cycle")</p> <p>2. Perception of female characters in "male" discourse — in Andrić and Krlježa (Anika's Times, Mara the Merciful, The Three Cavaliers of Miss Melanija, Devil's Island)</p>							

	3. Politics of the text: Krleža's and Andrić's essays on Starčević, Supil, and Njegoš; poetry as non-politics (early texts: Andrić's poetry in prose, Krleža's "rhapsodies") 4. Politics and poetics: Krleža on petty-bourgeois Croatian identity in essays and novels (A Few Words on Petty-Bourgeois Historicism in General, About Our Intelligentsia, At the Edge of Reason, The Banquet in Blitva Parts I and II) 5. Andrić's colony: Bosnia and the languages of non-understanding (The Bosnian Chronicle, The Story of the Vizier's Elephant) (4L+2S) 6. Krleža and existentialism: artist, politics, classes (The Cricket Under the Waterfall, The Glembay Lords, The Return of Philip Latinovicz) 7. Chronicle, history, myth (On the Drina Bridge, The Banquet in Blitva) (4L+2S) Final online discussions and project presentations					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning			☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐
Student obligations						
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☒
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Activity in class, participation in discussions during lectures and seminars — 10% Completed and presented seminar paper — 30% Written essay, or successfully passing two colloquia (a positive grade in both colloquia is equivalent to the written exam) — 60% (The criteria for evaluation and grading of individual elements are described in the course repository.)					
Required literature	Title			Number of copies available	Availability via other media	
	Boris Škvorc: Izbor tekstova o Andriću i Krleži			0	15	
	Boris Škvorc: Kreleža i Andrić. Politike i poetike. Matica hrvatska 2020.			1	15	
	Đukić, P. Ž. (2012). Ivo Andrić: Pisac i djelo. Novi Sad: Akademska knjiga			1	15	
	Nemec, K. (2016). Gospodar priče: poetika Ive Andrića. Zagreb: Školska knjiga			2	15	
	Škvorc, B. (2003). Ironija i roman. U Krležinim labirintima. Zagreb: Naknada MD.			2	15	
Supplementary literature	Stojanović, D. (2003). Lepa bića Ive Andrića. Beograd: Platoneum. Škvorc, B. (2005). Gorak okus prešućenog. Zagreb: Alfa. Tošović, B. (2011-2014). Andrić Initiative 1-9. Graz i Beograd: Beogradska knjiga; Graz i Banja Luka.					

	Visković, V. i dr. (1993). Krležijana. Zagreb: Leksikografski zavod Miroslav Krleža. Vučković, R. (2003). Ivo Andrić: istorija i ličnost. Beograd: Geopolitika. Žmegač, V. (1985). Krležini europski obzori. Zagreb: SNL.		
Quality assurance	Attendance at classes, activity in class, and successful completion of assignments. Student survey on the quality of teaching and instructors at the university level. Passing the exam and fulfilling other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of achieved learning outcomes. Collaborative evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Andrićeve i Krležine pripovijetke (Put Alije Đerzaleza, Hodorlahomor veliki, Andrićev 'fratarski ciklus', Krležin 'ratni ciklus')	2	
Seminar	Prezentacija seminara. Čitanje i rasprave.	1	
Week: 2.			
Predavanja	1. Andrićeve i Krležine pripovijetke (Put Alije Đerzaleza, Hodorlahomor veliki, Andrićev 'fratarski ciklus', Krležin 'ratni ciklus') II dio	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 3.			
Predavanja	2. Percepcija ženskih likova u 'muškom' diskursu - kod Andrića i Krleže (Anikina vremena, Mara milosnica, Tri kavaljera frajle Melanije, Vražji otok)	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 4.			
Predavanja	2. Percepcija ženskih likova u 'muškom' diskursu - kod Andrića i Krleže (Anikina vremena, Mara milosnica, Tri kavaljera frajle Melanije, Vražji otok) II dio	2	
Seminar	Čitanja i rasprave	1	
Week: 5.			
Predavanja	Politika teksta: Krležini i Andrićevi eseji o Starčeviću, Supilu i Njegošu; poezija kao ne-politika (rani tekstovi: Andrićeve pjesme u prozi, Krležine 'rapsodije')	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 6.			
Predavanja	Politika i poetika: Krleža o malograđanskom hrvatstvu u esejima i romanima (Nekoliko riječi o malograđanskom historicizmu uopće, O našoj inteligenciji, Na rubu pameti, Banket u Blitvi I. i II.)	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 7.			

Predavanja	Andrićeva kolonija: Bosna i jezici ne-razumijevanja (Travnička hronika, Priča o vezirovom slonu)	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 8.			
Predavanja	Andrićeva kolonija: Bosna i jezici ne-razumijevanja (Travnička hronika, Priča o vezirovom slonu)	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 9.			
Predavanja	Andrićeva kolonija: Bosna i jezici ne-razumijevanja (Travnička hronika, Priča o vezirovom slonu)	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 10.			
Predavanja	Krleža i egzistencijalizam: umjetnik, politika, klase (Cvrčak pod vodopadom, Gospoda Glembajevi, Povratak Filipa Latinovicza)	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 11.			
Predavanja	Krleža i egzistencijalizam: umjetnik, politika, klase (Cvrčak pod vodopadom, Gospoda Glembajevi, Povratak Filipa Latinovicza)	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 12.			
Predavanja	Kronika, povijest, mit (Na Drini ćuprija, Banket u Blitvi)	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 13.			
Predavanja	Kronika, povijest, mit (Na Drini ćuprija, Banket u Blitvi)	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 14.			
Predavanja	Osvrt i zaključci	2	
Predavanja	Seminari i izlaganja studenata. Čitanja i rasprave	1	
Week: 15.			
Predavanja	Osvrt i zaključci	2	
Seminar	Seminari i izlaganja studenata. Čitanja i rasprave	1	

Course name	Toponymy of the Eastern Adriatic Coast						
ID	HZH600	Study year	1.				
Lecturer	prof. dr. sc. Katarina Lozić Knezović	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of the course is to acquaint students with the theoretical concepts in toponymy, the methods used in it and the toponymic research conducted so far in the area of the eastern Adriatic coast. Students are also introduced to significant researchers in the field as well as open questions in the field of domestic toponymy of the eastern Adriatic. Through the introduction of toponyms and their linguistic basis, students are introduced to the cultural, historical, geographical, demographic and economic conditions on the eastern Adriatic coast. By independent (field) research of toponyms of the selected area, students are trained to study and explain their etymology and etiology, which finally gives a complete insight into the development and legality of naming geographical areas or populated areas, and through them insight into cultural, religious, traditional, ethnological, sociological, historical and national basis of toponyms. The basic goals of the course will be realized continuously through the study of Croatian coastal toponymic heritage, the corpus collected (field research), its consideration and thus preservation of toponyms as permanent linguistic monuments that are recently disappearing and losing their function in the minds of residents / heirs.						
Enrolment requirements	There are no course enrolment requirements.						
Learning outcomes	Students will be able to: - be critical of previous toponymic research - independently conduct toponymic research applying the mastered method of collecting toponyms - appropriately philologically analyze data based on the mastered method of processing and interpretation of collected toponyms - study scientific and professional literature and apply the acquired knowledge - understand the specifics of language layers visible in toponymy - discuss open issues in the toponymy of the eastern Adriatic coast - through toponyms discover the mental peculiarities and socio-economic orientation of the population in a certain area - understand the linguistic symbiosis of Croats with other languages that have left their mark on the toponymy of the eastern Adriatic coast - understand the relationships of toponymy as a linguistic discipline and geography, history, sociology, anthropology, ethnology and other related sciences - present publicly, in writing and orally, the results of independent field research						
Syllabus	1. Presentation of the course and explanation of student obligations (L) Review of toponymic research (S) 2. Toponymy. Toponyms - landmarks in space and cultural and historical monuments; toponym and toponymic appellation, types of meaning; time of origin, origin, formation of toponyms, meaning of toponyms and their types (L) Ethnics and ethnics (S) 3. Toponymic fields of research (L) Croatian spelling and toponymic characters (S) 4. The significance of geography in toponymic research (L) Geographical terms in toponymy (S)						

	5. Other linguistic and non-linguistic sciences and disciplines and toponymy (L) City toponymy (S) 6. Corpus creation and standardization of geographical names (L) Dialectology and etymology (S) 7. Field research method in toponymy (L) Historical toponymic material (S) 8. Island and coastal space in toponymy (L) Specifics of toponyms related to the sea (S) 9. Toponymic research on the eastern Adriatic coast and its researchers (L) Preservation and revival of toponyms - problem teaching (S) 10. Types of motivation in the toponymy of the eastern Adriatic coast (L) Results of independent student research - analysis and discussion (S) 11. Types of motivation in the toponymy of the eastern Adriatic coast (L) Results of independent student research - analysis and discussion (S) 12. Hydronymy (L) Results of independent student research - analysis and discussion (S) 13. Ancient sources in the toponymy of the eastern Adriatic coast (L) Illyrian names and their arrangement (S) 14. Slavic-Roman linguistic toponymy symbiosis of the eastern Adriatic coast (L) Roman names and their arrangement (S) 15. Colloquium (L) Knowledge test - etymology and etiology of given toponyms (S)					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☒ individual consultations ☒ field research work ☐ ☐	
Student obligations	The student is obliged to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - present in writing and orally the results of independent work in seminars and work at home - research in the hour of the seminar (and field research) to get results in relation to the questions asked - respect the ethical and scientific principles of the higher education institution - pass the written (or colloquium) and oral part of the exam - to be informed about the classes one missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and the obligations of students in the course, the final grade is based on the following elements: - hourly activity - 10% - seminar paper - writing and presentation - 30% - passed colloquium, ie. written exam - 30% - passed oral exam - 30%					

	Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Skok, P. (1950). Slavenstvo i romanstvo na jadranskim otocima. Zagreb: Jadranski institut JAZU. (odabrana poglavlja)	1	da
	Skračić, V. (2011) Toponomastička početnica: osnovni pojmovi i metoda terenskih istraživanja. Zadar: Sveučilište u Zadru, Centar za jadranska onomastička istraživanja. (odabrana poglavlja)	3	
	Skračić, Vladimir (1996). Toponimija vanjskog i srednjeg niza zadarskih otoka. Split: Književni krug Split – Matica hrvatska. (odabrana poglavlja)	1	
	Šimunović, P. (1986). Istočnojadranska toponimija. Split: Logos. (odabrana poglavlja)	1	da
	Šimunović, P. (2004). Bračka toponimija. Zagreb: Golden marketing – Tehnička knjiga. (odabrana poglavlja)	3	
	Šimunović, Petar (2005). Toponimija hrvatskoga jadranskoga prostora. Zagreb: Golden marketing – Tehnička knjiga. (odabrana poglavlja)	2	da
Supplementary literature	<p>As needed:</p> <p>Batović, Š. (1993). O nazivima prapovijesnih gradina na našem primorju. Zadarska smotra, 42, 4–5, 75–88.</p> <p>Brozović Rončević, D. (1997). Hidronimi s motivom vrelišta na povijesnom hrvatskom jezičnom području. Folia Onomastica Croatica, 6, 1–40.</p> <p>Brozović Rončević, D.; Čilaš Šimpraga, A.; Vidović, D. (2011). Suvremena toponimija otoka Paga. U</p> <p>V. Skračić (ur.). Toponimija otoka Paga (str. 639–693). Zadar: Sveučilište u Zadru; Centar za jadranska onomastička istraživanja.</p> <p>Čače, S. (1976). O stratifikaciji prapovijesnih toponima i njihovu odnosu prema arheološkoj građi na istočnoj jadranskoj obali. Materijali XII. IX. kongres arheologa Jugoslavije, 12, 133–147.</p> <p>Čače, S. (1992). Prilozi topografiji i toponimiji istočnojadranskog otočja od antike do srednjeg vijeka. Radovi Zavoda za povijesne znanosti HAZU u Zadru, 34, 33–51.</p> <p>Čače, S. (1994). Iz liburnske toponimije. Folia onomastica Croatica, 3, 25–36.</p> <p>Čače, S. (2002). O ranijim grčkim imenima mjesta na istočnom Jadranu. Folia onomastica Croatica, 11, 53–76.</p> <p>Duplančić Leder, T.; Ujević, T.; Čala, M. (2004). Duljina obalne crte i površine otoka na hrvatskom dijelu jadranskog mora. Geodarija, 9/1, 5–32.</p> <p>Faričić, J.; Juran, K. (2006) Povijesna toponimija. U Vladimir Skračić (ur.). Toponimija otoka</p>		

Pašmana (str. 127–130). Zadar: Sveučilište u Zadru, Centar za jadranska onomastička istraživanja.

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Finka, B.; Šojat, A. (1974). Obalna toponimija zadarsko-šibenskog kopna i šibenskog otočja. *Onomastica Jugoslavica*, III–IV, 27–65 (+6 karata).

Jelenović, I. (1973). Mokrotoponimija dobrinjskog područja na otoku Krku, Hrvatski dijalektološki zbornik 3, Zagreb 1973., str. 151–318,

Jurić, A. (2005). Suvremena čiovska toponimija. *Čakavska rič*, XXXIII, 1–2, 145–212.

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Jurišić, B. (1956). Toponimika zapadne Istre, Cresa i Lošinja. *Anali Leksikografskog zavoda FNRJ*, 3, Zagreb: GZH.

Jurišić, B. (1964). Iz primorske toponimike zadarskog i šibenskog kraja. *Pomorski zbornik*, 2, 985–1011 (+2 karte).

Kodrić, A.; Marasović-Alujević, M. (2008). Toponimi romanskoga podrijetla na splitskom poluotoku. *Školski vjesnik*, 57, 1–2, 91–126.

Kozličić, M. (1990). Historijska geografija istočnog Jadrana u starom vijeku. Split: Književni krug.

Križman, M. (1979). Rimska imena u Istri. Zagreb: Latina et Graeca.

Lozić Knezović, K.; Marasović-Alujević, M. (2013). Toponimija mjesta Mravince. *Folia onomastica Croatica*, 21, 121–146.

Lozić Knezović, K.; Radostić, M. (2016). Toponimija naselja Gata. *Lingua Montenegrina*, 9, 18, 81–97.

Lozić Knezović, K. (2018). Obalni toponimi otoka Brača – Prilog Bračkoj toponimiji Petra Šimunovića. *Folia Onomastica Croatica*, 27, 47–69.

Marasović-Alujević, M. (2010). Tragovima Skokovih istraživanja – prilog etimologiji nesonima šireg splitskog akvatorija. *Folia onomastica Croatica*, 19, 163–173.

Marasović-Alujević, M.; Grgurinović, I. (2011). Etimologijsko istraživanje romanskih obalnih toponima Žirja. *Zbornik radova Filozofskog fakulteta u Splitu*, 4, 4, 17–27.

Marasović-Alujević, M. (2011). Toponimi d'origine romanza sulle isole appartenenti alle acque di Spalato. *Rivista italiana di onomastica*, RION, XVII, 1, 55–66.

Marasović-Alujević, M.; Lozić Knezović, K. (2014). Toponimija otoka Šolte. Split: Filozofski fakultet.

Marasović-Alujević, M.; Lozić Knezović, K. (2018). Toponimija otoka Drvenika i Ploče. Split: Filozofski fakultet.

Marasović-Alujević, M.; Marić, A. (ur.). (2019). U početku bijaše ime. Split: Filozofski fakultet.

Matas, M. (2002). Toponimija dijela Splitske zagore. *Hrvatski geografski glasnik*, 63, 121–143.

	<p>Matijašić, R. (1981). Antičko naslijeđe u toponimiji Istre, toponimi tipa -an, -ana u Istri i Dalmaciji, <i>Histria historica</i>, 4, 2, 107–133.</p> <p>Putanec, V. (1963). Refleksi starodalmatoromanskog pridjeva sanctus u onomastici obalne Hrvatske. <i>Slovo</i>, 13, 137–176.</p> <p>Riđanović J. (1993). Hidrogeografija. Zagreb: Školska knjiga.</p> <p>Riđanović J. (2002). Geografija mora. Samobor: Hrvatski zemljopis – Naklada dr. Feletar.</p> <p>Rubić, I. (1952). Naši otoci na Jadranu. Odbor za desetogodišnjicu mornarice, Split, Slobodna Dalmacija.</p> <p>Schaub-Gomerčić, I. (2002). Pristup obradbi predijalne toponimije na hrvatskome dijelu Jadrana. <i>Folia onomastica Croatica</i>, 11, 175–188.</p> <p>Skok, P. (1933). Naša pomorska i ribarska terminologija na Jadranu. Split: Hrvatska štamparija</p>
	<p>Gradske štedionice.</p> <p>Skok, P. (1950). Slavenstvo i romanstvo na jadranskim otocima. Zagreb: Jadranski institut JAZU.</p> <p>Skračić, V. (1987). Toponimija kornatskog otočja. <i>Onomastica Jugoslavica</i>, 12, 17–218 (+2 karte).</p> <p>Skračić, V. (1987). Odras ljudskog rada u obalnoj toponimiji sjevernodalmatinskih otoka. <i>Radovi Filozofskog fakulteta u Zadru</i>, 26, 16, 93–111.</p> <p>Skračić, V. (1988). Toponimija kornatskog podmorja. <i>Radovi Filozofskog fakulteta u Zadru</i>, 27, 17, 17–34.</p> <p>Skračić, V. (1991). Reambulacija Skokovih toponima na otocima sjeverne Dalmacije. <i>Onomastica Jugoslavica</i>, 14, 21–29.</p> <p>Skračić, V. (1995). Imena mjesta i otoka Murtera (identifikacija – distribucija – etimologija). <i>Folia onomastica Croatica</i>, 4, 127–142.</p> <p>Skračić, V. (1997). Pravilnosti u jadranskoj nesonomiji. <i>Radovi Filozofskog fakulteta u Zadru</i>, 36, 26, 63–72.</p> <p>Skračić, V. (1997). Talasozoonimi i ribarski termini u istočnojadranskoj toponimiji. U Božidar Finka (ur.) <i>Tisuću godina prvog spomena ribarstva u Hrvata</i> (str. 197–218). Zagreb: HAZU, Odbor za obilježavanje tisuću godina prvoga spomena ribarstva u Hrvata; Split: Institut za oceanografiju i ribarstvo.</p> <p>Skračić, V. (1999). Toponomastička građa Dugog otoka. <i>Čakavska rič</i>, XXVI, 1–2, 5–23.</p> <p>Skračić, V. (2007) Nazivi vjetrova i strana svijeta u jadranskoj toponimiji. <i>Folia onomastica Croatica</i>, 12/13, 433–448.</p> <p>Skračić, V.; Jurić, A. (2004). Krški leksik zadarske regije. <i>Geoadria</i>, 9, 2, 159–172.</p> <p>Suić, M. (2003). Antički grad na istočnom Jadranu. Zagreb: Golden marketing. (ili izdanje iz 1976.)</p> <p>Šenoa, M. (1950). Prilog poznavanju starih naziva naših otoka. <i>Geografski glasnik</i>, 11–12, 75–82.</p> <p>Šimunović, P. (1970). Onomastička istraživanja otoka Lastova. <i>Filologija</i>, 6, 247–265.</p>

	<p>Šimunović, P. (1973). Obalna toponimija Elafitskih otoka. Hrvatski dijalektološki zbornik, 3, 467–473.</p> <p>Šimunović, P. (1976). Toponimija Istarskog razvoda. Onomastica Jugoslavica, 6, 3–34.</p> <p>Šimunović, P. (1978). Značajke buzetske toponimije. Onomastica Jugoslavica, 7, 53–74.</p> <p>Šimunović, P. (1985). Prvobitna simbioza Romana i Hrvata u svjetlu toponimije. Rasprave Zavoda za jezik IFF, 10–11, 147–200.</p> <p>Šimunović, P. (2002). Metaforičnost u toponimiji zadarsko-šibenskih otoka, Čakavska rič, XXX, 1–2, 55–62.</p> <p>Šimunović, P. (2008). Ranosrednjovjekovna toponimija splitskog poluotoka. Archaeologia Adriatica, 11, 587–599.</p> <p>Tekavčić, P. (1976). O kriterijima stratifikacije i regionalne diferencijacije jugoslavenskog romanstva u svjetlu toponomastike. Onomastica Jugoslavica, 6, 35–55.</p> <p>Vajs, N. (1987). O zaboravljenim hrvatskim imenima jadranskih otoka. Rasprave Zavoda za jezik, 13, 163–173.</p> <p>Vidović, D. (2014). Zažapska onomastika. Zagreb: Institut za hrvatski jezik i jezikoslovlje.</p> <p>Vinja, V. (1951). Romanski elementi u govorima i toponomastici o. Korčule. Doktorska disertacija. Zagreb.</p> <p>Vinja, V. (1998–2004). Jadranske etimologije I–III, Zagreb: HAZU – Školska knjiga.</p> <p>Vuletić, N. (2007). Toponimi romanskog postanja na Ugljanu i Pašmanu. U V. Skračić (ur.). Toponimija otoka Ugljana (str. 345–360). Zadar: Sveučilište u Zadru, Centar za jadranska onomastička istraživanja.</p> <p>Vuletić, N. (2010). Etimološke bilješke s hrvatskih otoka i obale (uz Vinjine „Jadranske etimologije“). Croatica et Slavica Iadertina, VI: 9–19.</p> <p>Folia onomastica Croatica – časopis Razreda za filološke znanosti Hrvatske akademije znanosti i umjetnosti (1992 –)</p> <p>Izdanja Centra za jadranska onomastička istraživanja Sveučilišta u Zadru.</p>		
Quality assurance	<ul style="list-style-type: none">- active and regular class attendance- active participation in class discussions- individual consultations- mentoring work- seminar paper- passed colloquium and written and oral exam- student survey on the quality of teaching and teachers at the university level- peer evaluation and reflection- international supervision		
Other (in the opinion of the proponent)	/		
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			

Predavanja	Presentation of the course and explanation of student obligations	2	P1
Seminar	Review of toponymic research	1	P1
Week: 2.			
Predavanja	Toponymy. Toponyms - landmarks in space and cultural and historical monuments; toponym and toponymic appellation, types of meaning; time of origin, origin, formation of toponyms, meaning of toponyms and their types	2	P1
Seminar	Ethnics and ethics	1	P1
Week: 3.			
Predavanja	Toponymic fields of research	2	P1
Seminar	Croatian spelling and toponymic characters	1	P1
Week: 4.			
Predavanja	The significance of geography in toponymic research	2	P1
Seminar	Geographical terms in toponymy	1	P1
Week: 5.			
Predavanja	Other linguistic and non-linguistic sciences and disciplines and toponymy	2	P1
Seminar	City toponymy	1	P1
Week: 6.			
Predavanja	Corpus creation and standardization of geographical names	2	P1
Seminar	Dialectology and etymology	1	P1
Week: 7.			
Predavanja	Field research method in toponymy	2	P1
Seminar	Historical toponymic material	1	P1
Week: 8.			
Predavanja	Island and coastal space in toponymy	2	P1
Seminar	Specifics of toponyms related to the sea	1	P1
Week: 9.			
Predavanja	Toponymic research on the eastern Adriatic coast and its researchers	2	P1
Seminar	Preservation and revival of toponyms - problem teaching	1	P1
Week: 10.			
Predavanja	Types of motivation in the toponymy of the eastern Adriatic coast	2	P1
Seminar	Results of independent student research - analysis and discussion	1	P1
Week: 11.			
Predavanja	Types of motivation in the toponymy of the eastern Adriatic coast	2	P1
Seminar	Results of independent student research - analysis and discussion	1	P1
Week: 12.			
Predavanja	Hydronymy	2	P1
Seminar	Results of independent student research - analysis and discussion	1	P1

Week: 13.			
Predavanja	Ancient sources in the toponymy of the eastern Adriatic coast	2	P1
Seminar	Illyrian names and their arrangement	1	P1
Week: 14.			
Predavanja	Slavic-Roman linguistic toponymy symbiosis of the eastern Adriatic coast	2	P1
Seminar	Roman names and their arrangement	1	P1
Week: 15.			
Predavanja	Colloquium	2	P1
Seminar	Knowledge test - etymology and etiology of given toponyms	1	P1
/			

Course name	Power and Croatian Writers						
ID	HZH810		Study year		1.		
Lecturer	doc. dr. sc. Nebojša Lujanović		ECTS workload		3.0		
Associates			Number of hours		L	S	E
					30	15	0
Course status	Elective		Online percentage		0%		
Course description							
Course aims							
Enrolment requirements							
Learning outcomes							
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations							
Assessment and evaluation of student work							
Required literature	Title	Number of copies available		Availability via other media			
	-						
Supplementary literature							
Quality assurance							
Other (in the opinion of the proponent)							

Course name	LANGUAGE AND DIFFERENT DISCOURSES							
ID	HZH106		Study year		1.			
Lecturer	prof. dr. sc. Anita Runjić-Stoilova		ECTS workload		4.0			
Associates			Number of hours		L	S	E	P
					30	30	0	0
Course status	Compulsory		Online percentage		0%			
Course description								
Course aims	The aim of the course is to provide students with an insight into the relationship and interaction of language, discourse and society. Also, the aim of the course is to enable students to understand the types of language stratification, language uses and functions in different social contexts. Students will be able to analyse different discourses, primarily from a rhetorical and linguistic-stylistic point of view.							
Enrolment requirements	None.							
Learning outcomes	<p>The student will be able to:</p> <ul style="list-style-type: none">- Compare the terms discourse and style and put them in relation to society- Compare different approaches to discourse derived from different linguistic and related fields- Analyse the structure of different types of discourse: written and spoken (newspaper, advertising, political, activist, class discourse, conversation, interview)- Interpret the analysed verbal discourse in the context of social and historical circumstances- Independently make an analysis of the chosen discourse and critically discuss it							
Syllabus	<p>1. Introduction - introducing students to the content of the course and their obligations</p> <p>2. What is discourse? Defining discourse in relation to style, similarities and differences</p> <p>3. Rhetoric / Stylistics / Discourse Analysis</p> <p>4. Linguistic stratification (and discourse types)</p> <p>5. (Critical) discourse analysis: historical overview, theory and methodology</p> <p>6. Discourse and its social conditioning (social and cultural)</p> <p>7. Language and discourse in relation to ideology and power</p> <p>8. Political discourse: women's political discourse, political parliamentary discourse</p> <p>9. Media discourse: journalistic, advertising ...</p> <p>10. Class discourse</p> <p>11. Conversational discourse</p> <p>12. Figures and Tropes / Persuasion with Abstraction: Rhetoric and Metaphor</p> <p>13. Discourse and translation</p> <p>14. Language and globalization</p> <p>15. Closing lecture</p> <p>Seminars thematically follow the lectures.</p>							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐			
Student obligations	<p>Students are required to:</p> <ul style="list-style-type: none">- actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars)							

	<ul style="list-style-type: none">- respect the ethical and scientific principles of the higher education institution- conduct a research and present it in a seminar paper- pass a written exam in the form of an essay and an oral one in the case of indefinite grade- to be informed about the classes he / she missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Considering the learning outcomes and students' obligations, the final grade is based on the following elements: <ul style="list-style-type: none">- essay written - 70%- presentation and written seminar - 30%- passed oral exam - 0% or more (depending on the student's wishes) Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title				Number of copies available	Availability via other media
	Badurina, L., Kovačević, M. (2001). Raslojavanje jezične stvarnosti. Rijeka: Filozofski fakultet Rijeka.				1	
	Fairclough, N. (2010). Critical Discourse Analysis (2nd Eition). London & New York: Routledge.				2	
	Mills, S. (2004). Discourse. London & New York: Routledge.				1	
	Katnić-Bakaršić, M. (2001). Stilistika. Sarajevo: Ljiljan.				0	
	Schiffrin, D., Tannen, D. and Hamilton, H. E. (2001). The Handbook of Discourse Analysis. Malden: Blackwell Publishers.				0	
Supplementary literature	Badurina, L. (2008). Između redaka. Studije o tekstu i diskursu. Zagreb – Rijeka: Hrvatska sveučilišna naklada, Izdavački centar Rijeka. Bayram, F. (2010). Ideology and Political Discourse: A Critical Discourse Analysis of Erdogan's Political Speech. http://research.ncl.ac.uk/ARTICLES/volume7/bayr . Brown, G. and Yule, G. (2008). Discourse Analysis. Cambridge: Cambridge University Press. Burke, M. (ed.). (2014). The Routledge Handbook of Stylistics. London & New York: Routledge. Cameron, D. (2014). Working with Spoken Discourse. London: SAGE Publications Ltd. Chilton, P. A. (1998). Politics and Language. J. L. Mey (ed.). Concise Encyclopaedia of Pragmatics. London: Elsevier, 688-694. Chilton, P. A. (2004). Analysing Political Discourse: Theory and Practice. London: Routledge. Dijk, Teun A. van (2000). Parliamentary Debates. R. Wodak and T. A. van Dijk (eds.). Racism at the Top. Parliamentary Discourses on Ethnic Issues in Six European States. Klagenfurt, Austria: Drava Verlag, 45-78.					

	<p>Dijk, T. A. van (2001). Political discourse and ideology. Paper presented at Jornadas del Discurso Politico, UPF, Barcelona.</p> <p>Dijk, T. A. van (2004). Text and Context in Parliamentary Discourse. P. Bayler (ed.). Cross-Cultural perspectives on parliamentary discourse.</p>
	<p>Amsterdam: John Benjamins, 339-342.</p> <p>Dijk, T. A. van (2008). Discourse and Power. New York: Palgrave Macmillan.</p> <p>Fairclough, N. (1995). Media Discourse. London. Hodger Education.</p> <p>Fairclough, N. (2001). Language and Power (2nd Edition). London & New York: Routledge.</p> <p>Fairclough, N. (2006). Language and Globalization. London & New York: Routledge.</p> <p>Fairclough, I., and Fairclough, N. (2012). Political Discourse Analysis. A Method for Advanced Students. London & New York: Routledge.</p> <p>Jones, J. and Peccei, J. S. (2004). Language and Politics. L. Thomas, et al. (eds.). Language, Society and Power. London: Routledge, 35- 54.</p> <p>Kryzan-Stanojević, B. (ur.). (2013). Javni jezik kao poligon jezičnih eksperimenata. Zagreb: Srednja Europa.</p> <p>Machin, D. and Mayr, A. (2013). How to do Critical Discourse Analysis. A Multimodal Introduction. London: SAGE Publications Ltd.</p> <p>Palmer, W. (2012). Discovering Arguments. An Introduction to Critical Thinking, Writing, and Style (4th Edition). Glenview: Pearson Education, Inc.</p> <p>Reisigl, M. (2006). Rhetorical Tropes in Political Discourse. K. Brown (ed.). Encyclopedia of language and linguistics (2nd edition). Amsterdam: Elsevier LTD, 597-604.</p> <p>Richardson, E. J. (2007). Analysing Newspapers. An Approach from Critical Discourse Analysis. New York: Palgrave Macmillan.</p> <p>Rogers, Rebecca (ed.). (2011). An Introduction to Critical Discourse Analysis in Education. New York, Abingdon: Routledge.</p> <p>Rozina, G., and Karapetjana, I. (2009). The Use of Language in Political Rhetoric: Linguistic Manipulation.</p> <p>http://sablون.sdu.edu.tr/dergi/sosbilder/dosyalar/19_9.pdf (10 April 2014)</p> <p>Runjić-Stoilova, A. (2017). Tropes as Rhetorical Devices in Croatian Parliamentary Debate. In: A. Runjić-Stoilova i G. Varošaneć Škarić (eds.). New Insights into Rhetoric and Argumentation, 175-197. Split: Filozofski fakultet.</p> <p>Runjić-Stoilova, A., and Stanković, D. (2016). Tropes as Rhetorical Devices in the Presidential Campaign in Croatia. Academic Journal of Interdisciplinary Studies 5, 1, 11-23.</p> <p>Runjić-Stoilova, A., and Tomelić Ćurlin, M. (2017). Women's Political Discourse in Croatia: Linguistic and Rhetorical Peculiarities in Political Speeches by Croatian President Kolinda Grabar-Kitarović. In: N. Mihaljević (ed.). Gender (In)equality: Literary, Linguistic, and Artistic Responses to Gendered Dominance, 67-101. Warsaw: IRF Press.</p> <p>Sinclair, J. (2006). Trust the Text. Language, Corpus and Discourse. London & New York: Routledge.</p> <p>Škiljan, D. (2002). Govor nacije. Zagreb: Golden marketing.</p> <p>Škiljan, D. (2000). Javni jezik. Zagreb: Izdanja Antibarbarus d.o.o.</p> <p>Užarević, J. (1995). Tropes and Language. D. Fališevac and Ž. Benčić (eds.). Tropes and figures. Zagreb: Zavod za znanost o književnosti, 105-113.</p> <p>Wodak, R., and Cilia, R. de (2006). Politics and Language: Overview. J. L. Mey (ed.). Concise Encyclopedia of Pragmatics. Oxford: Elsevier, 723-735.</p> <p>Wodak, R. and Meyer, M. (2016). Methods of Critical Discourse Studies (3rd Edition). London & New York: Routledge.</p> <p>Wodak, R. (ed.) (1989). Language, Power and Ideology. Studies in Political Discourse. Amsterdam/Philadelphia: John Benjamins Publishing Company.</p>
Quality assurance	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - active participation in class discussions - individual consultations

	- passed exam and the fulfillment of the other obligations prescribed by the syllabus - student questionnaire on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction - introducing students to the content of the course and their obligations	2	P8
Seminar	Introduction - introducing students to the content of the course and their obligations.	2	P8
Week: 2.			
Predavanja	What is discourse? Defining discourse in relation to style, similarities and differences.	2	P8
Seminar	What is discourse? Defining discourse in relation to style, similarities and differences.	2	P8
Week: 3.			
Predavanja	Rhetoric / Stylistics / Discourse Analysis	2	P8
Seminar	Rhetoric / Stylistics / Discourse Analysis	2	P8
Week: 4.			
Predavanja	Linguistic stratification (and discourse types)	2	P8
Seminar	Linguistic stratification (and discourse types)	2	P8
Week: 5.			
Predavanja	(Critical) discourse analysis: historical overview, theory and methodology	2	P8
Seminar	(Critical) discourse analysis: historical overview, theory and methodology	2	P8
Week: 6.			
Predavanja	Discourse and its social conditioning (social and cultural)	2	P8
Seminar	Discourse and its social conditioning (social and cultural)	2	P8
Week: 7.			
Predavanja	Language and discourse in relation to ideology and power	2	P8
Seminar	Language and discourse in relation to ideology and power	2	P8
Week: 8.			
Predavanja	Political discourse: women's political discourse, political parliamentary discourse	2	P8
Seminar	Political discourse: women's political discourse, political parliamentary discourse	2	P8
Week: 9.			
Predavanja	Media discourse: journalistic, advertising ...	2	P8
Seminar	Media discourse: journalistic, advertising ...	2	P8

Week: 10.			
Predavanja	Class discourse	2	P8
Seminar	Class discourse	2	P8
Week: 11.			
Predavanja	Conversational discourse	2	P8
Seminar	Conversational discourse	2	P8
Week: 12.			
Predavanja	Figures and Tropes / Persuasion with Abstraction: Rhetoric and Metaphor	2	P8
Seminar	Figures and Tropes / Persuasion with Abstraction: Rhetoric and Metaphor	2	P8
Week: 13.			
Predavanja	Discourse and translation	2	P8
Seminar	Discourse and translation	2	P8
Week: 14.			
Predavanja	Language and globalization	2	P8
Seminar	Language and globalization	2	P8
Week: 15.			
Predavanja	Closing lecture	2	P8
Seminar	Closing lecture	2	P8

Course name	Educational Psychology						
ID	HZX003	Study year	1.				
Lecturer	prof. dr. sc. Goran Kardum	ECTS workload	2.5				
Associates	Janina Pavić Jadrić	Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The course aims to prepare students to critically reflect on cognitive processes, intelligence, motivation, emotions, memory, and learning, as well as on the possibilities and limitations of their application in the educational process. In addition to these topics, students will become familiar with the determinants of the psychology of atypical perception and behaviour, as well as family factors and parenting styles, which are indispensable in the educational process.						
Enrolment requirements	None.						
Learning outcomes	Upon completion of this course, the student will be able to: 1 Distinguish between scientific and non-scientific approaches and methods in the psychology of education 2 Understand the significance of certain elements in developmental psychology and the differences in theoretical approaches and research 3 Explain basic concepts and perspectives on development from the psychodynamic perspective 4 Operationalise and understand the concepts of classical and instrumental conditioning in learning processes, memorising, and adopting various forms of behaviour 5 Analyse differences between the assumptions of the psychodynamic approach and classical behaviourism from the perspective of social and cognitive approaches to learning, development, and teaching 6 Understand and analyse self-control, motivation, initiative, and self-perception in childhood and adolescence 7 Analyse factors of parental and family influence in the context of education, with an emphasis on parenting styles, motives for marriage and parenthood, the development of parenting, and parental competencies 8 Differentiate and describe the basics of the most common internalising and externalising disorders in childhood and adolescence						
Syllabus	1 Psychology as a science and profession; the subject of psychology and the history of its development 2 Scientific methods and research in the field of education 3 Psychoanalysis, psychosexual Development 4 Behaviourism, classical and instrumental conditioning 5 Social cognitive theories; theory of mind and cognitive psychology 6 Psychology and neuroscience of learning and memory; states of consciousness; role of neurotransmitters 7 Intelligence, decision-making 8 Emotions and their development; their role in education 9 Sense of control, self-control, attribution theories; motivation 10 Temperament; formation and manifestation of behaviour: relation between nature and nurture; behavioural genetics and epigenetics 11 Self-perception, personality theories 12 Parenting styles and family; motives and factors in family dynamics 13 Psychology of atypical perception and behaviour in childhood and adolescence						
Teaching types	☒ Lectures ☒ Seminars		☐ Fieldwork ☐ Independent work		☐ ☐		

	☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐	
Student obligations	Regular class attendance, active participation in in-class activities, successful completion of individual and group tasks, producing and presenting a seminar paper, passing the final exam or a mid-term and end-of-term exam.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
	Continuous assessment of knowledge	☒		☐		☐
		☐				
Assessment and evaluation of student work	The final grade for the course is the result of systematic monitoring of class activity and participation (40%), the seminar paper (20%), and written exams (40%). The criteria for the assessment and evaluation of each element are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Selected papers from relevant online databases			0	yes	
	Lecture notes – summarised lectures			0	yes	
Supplementary literature	Berk, L. (2006). Psihologija cjeloživotnog razvoja. Jastrebarsko: Naklada Slap. Milas, G. (2005. ili novije). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap. Petz, B. (2003). Uvod u psihologiju. Jastrebarsko: Naklada Slap. Slavin, R. E. (2011). Educational Psychology: Theory and Practice (10th Edition). Boston: Pearson. Vasta, R., Haith, M.M. i Miller, S.A. (1998). Dječja psihologija: Moderna znanost. Jastrebarsko: Naklada Slap. Vidović Vizek, V., Rijavec, M., Vlahović Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP-VERN. Woolfolk, A. (2007). Educational psychology. New York: Allyn and Bacon.					
Quality assurance	Class attendance, in-class participation, success in carrying out set tasks; student survey on the quality of teaching and instructors at the university level; passed exam and fulfilment of other course-defined obligations; individual teacher-student consultations; student self-assessment of achieved learning outcomes; collaborative teacher–student evaluation of the implementation and quality of teaching processes.					
Other (in the opinion of the proponent)						
Syllabus						
Class type	Topic			Teaching hours	Location	
Week: 1.						
Predavanja	Psychology as a science and profession; the subject of psychology			2		

Seminar	Psychology as a science and profession; the subject of psychology	2	
Week: 2.			
Predavanja	History and development	2	
Seminar	History and development	2	
Week: 3.			
Predavanja	Scientific methods and research	2	
Seminar	Scientific methods and research	2	
Week: 4.			
Predavanja	Psychoanalysis, psychosexual development	2	
Seminar	Psychoanalysis, psychosexual development	2	
Week: 5.			
Predavanja	Behaviorism, classical and instrumental conditioning	2	
Seminar	Behaviorism, classical and instrumental conditioning	2	
Week: 6.			
Predavanja	Social cognitive theory, theory of mind and cognitive psychology	2	
Seminar	Social cognitive theory, theory of mind and cognitive psychology	2	
Week: 7.			
Predavanja	Psychology and neuroscience of learning and memory, state of consciousness, the role of neurotransmitters	2	
Seminar	Psychology and neuroscience of learning and memory, state of consciousness, the role of neurotransmitters	2	
Week: 8.			
Predavanja	Intelligence behaviour and decision making	2	
Seminar	Intelligence behaviour and decision making	2	
Week: 9.			
Predavanja	Emotion, development of emotion and role in nurture and education	2	
Seminar	Emotion, development of emotion and role in nurture and education	2	
Week: 10.			
Predavanja	Experience of control behaviour, self-control behaviour, attribution theories, motivation	2	
Seminar	Experience of self-control behaviour, self-control behaviour, attribution theories, motivation	2	
Week: 11.			
Predavanja	Temperament, relationships between genetics and environment, behavioral genetics, epigenetic	2	
Seminar	Temperament, relationships between genetics and environment, behavioral genetics, epigenetic	2	
Week: 12.			
Predavanja	Theories of personality	2	
Seminar	Theories of personality	2	
Week: 13.			

Predavanja	Parenthood styles and family; motivation and factors of family system dynamics	2	
Seminar	Parenthood styles and family; motivation and factors of family system dynamics	2	
Week: 14.			
Predavanja	Psychology of abnormal behaviour and experiences in youth and adolescents	2	
Seminar	Psychology of abnormal behaviour and experiences in youth and adolescents	2	
Week: 15.			
Predavanja	Psychology of abnormal behaviour and experiences in youth and adolescents	2	
Seminar	Psychology of abnormal behaviour and experiences in youth and adolescents	2	

Course name	Sociology of Education						
ID	HZX004	Study year	1.				
Lecturer	doc. dr. sc. Toni Popović	ECTS workload	2.5				
Associates	Matea Čular	Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	20%				
Course description							
Course aims	The course aims to enable students to acquire competences within the basic concepts of the sociology of education, with particular emphasis on the relationship between the educational subsystem and the global societal system. Furthermore, within the course, students will become familiar with the main sociological theories of education, contemporary perspectives in the sociology of education, insights into the social foundations of the teaching profession, and the processes through which educational institutions operate in contemporary society.						
Enrolment requirements	None.						
Learning outcomes	Upon completion of this course, students will be able to: 1 Describe and define the basic concepts of the sociology of education 2 Explain the social context of education 3 Recognise sociological theoretical perspectives on education 4 Identify the influence of social and technological changes on the development of education 5 Link the system of educational institutions with the social significance of the teacher's role (characteristics of the profession)						
Syllabus	1 Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts 2 Emergence and development of the sociology of education; subject and methods of the sociology of education; relationship to other disciplines 3 Sociological approach and relevant theoretical concepts of education, part I 4 Sociological approach and relevant theoretical concepts of education, part II 5 Social character of education: inequalities in education; inequalities in educational opportunity 6 Sociology of education in the primary and secondary school context 7 Midterm exam; service learning 8 Central European and Scandinavian structures od education (PISA project) / Bologna Process in higher education 9 Transition problems in education; education and globalisation 10 Education and European Integration 11 Contemporary perspectives in the sociology of education – education for democracy and human rights, environmental education, intercultural education 12 Entrepreneurial education 13 Curriculum sociology 14 Sociology of Profession; status, role, and teacher prestige 15 End-of-term exam; course evaluation						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision			☐ ☐ ☐ ☐	
Student obligations	Students are required to attend lectures (80%) and seminars (80%), actively participate in all forms of class activities, produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and						

	end-of-term exam, and conduct themselves in accordance with the ethical and scientific principles of higher education.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements: passing the written exam, that is midterm and end-of-term exam (70%) as well as producing and presenting a seminar paper (30%).					
Required literature	Title			Number of copies available	Availability via other media	
	Haralambos, M., Holborn, M. (2002). Sociologija: Teme i perspektive. Zagreb: Golden marketing. (str. 773-882)			10		
	Pilić, Š. (ur.) (2008). Obrazovanje u kontekstu tranzicije. Split: HPKZ. (str. 45-57; 59-66; 129-145; 149-162; 165-174; 239-244)			10		
	Duffour, B., Curtis. W. (2012). Sudij odgojno-obrazovnih znanosti. Zagreb: Educa. (str. 41-70; 123-152)			2		
	Gevirc, Š, Krib, A. (2012). Razumevanje obrazovanja: sociološka perspektiva. Beograd: Edicija Reč.			0		
	Baranović, B. (ur.) (2015). Školski kurikulum: teorijski i praktični aspekti. Zagreb: Institut za društvena istraživanja u Zagrebu. (str. 15-62)			0		
	Ledić, J., Miočić, I., Turk, M. (2016). Europska dimenzija u obrazovanju: Pristupi i izazovi: Rijeka: Filozofski fakultet. (str. 10-49)			1		
	Mehta, J. Davies, S. (ur.) (2018). Education in a new society: renewing the sociology of education. Chicago, London: The University of Chicago Press.			1		
	Boronski, T., Hassan, N. (2020). Sociology of Education. London, Thousand Oaks, New Delhi, Singapore: SAGE.			0		
	Supplementary literature	1. Alfirević, N., Relja, R., Popović, T. (2016). Razvojne perspektive društva i školstvo. U: Krce Miočić, B., Pavičić, J., Alfirević, N., Najev Čačija, Lj. (ur). Upravljanje odgojno-obrazovnom ustanovom: menadžment i marketing u školama. Sveučilište u Zadru. (str. 11-35)				
2. Ballantine, J. H. (1993). The Sociology of Education. Englewood Cliffs: Prentice Hall.						
3. Baranović, B. (ur.) (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog razvoja, 44(2/3): 181-200.						

	<p>4. Bernstein, B. (1994). Jezik i društvene klase. Beograd: BIGZ.</p> <p>5. Bourdieu, P., Passeron, J. C. (2000). Reproduction in Education, Society and Culture. London: Sage Publications.</p> <p>6. Buzov, I. (2009). Obrazovanje za okoliš: kratak pregled razvoja koncepta, Godišnjak TITIUS, 1(1): 303-315.</p> <p>7. Durkheim, E. (1996). Obrazovanje i sociologija. Zagreb: Societas.</p> <p>8. Farnell, T. (ur.) (2022). Obrazovne nejednakosti u Hrvatskoj: izazovi i potrebe iz perspektive dionika sustava obrazovanja. Zagreb: Institut za</p>
	<p>razvoj obrazovanja.</p> <p>9. Giddens, A. (2007). Sociologija. Zagreb: Nakladni zavod Globus. (16. poglavlje: Obrazovanje, str. 494-536)</p> <p>10. Georgievski, P. (2009). Društveni kontekst krize škole i oblici školskog nasilja. Sociologija, 51(1): 1-22.</p> <p>11. Hagège, H. (2019). Education for Responsibility. London and New York: ISTE Ltd & John Wiley and Sons.</p> <p>12. Huđek, I., Širec, K. (2019). Razvoj poduzetničkog potencijala kroz obrazovanje za poduzetništvo u EU. Ekonomska misao i praksa, 28(1): 53-78.</p> <p>13. Hussain, B., Zafar Sheikh, A., Fatima, T. (2022). Learning social entrepreneurship: Experiences of sociology students. Cogent Business & Management, 9(1): 1-20.</p> <p>14. Lesourne, J. (1993). Obrazovanje i društvo: izazovi 2000.godine. Zagreb: Educa. (str. 79-104)</p> <p>15. Liessmann, K. P. (2006). Teorija neobrazovanosti: zablude društva znanja. Zagreb: Naklada Jesenski i Turk.</p> <p>16. Markočić Dekanić, A. (ur.) (2023). PISA 2022: rezultati, odrednice i implikacije. Međunarodno istraživanje znanja i vještina učenika. Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja. (str. 10-22, 190-202)</p> <p>17. Meighan, R., Harber, C. (2014). A Sociology of Educating. London, Oxford, New York, New Delhi, Sydney: Bloomsbury.</p> <p>18. Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju: Drugi kao polazište. Nova prisutnost, 7(1): 59-84.</p> <p>19. Pastuović, N. (2013). Kvaliteta predtercijarnog obrazovanja u Hrvatskoj s posebnim osvrtom na strukturu obveznog obrazovanja kao čimbenika njegove kvalitete. Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog razvoja, 97(3): 449-470.</p> <p>20. Pastuović, N. (2012). Obrazovanje i razvoj. Zagreb: Institut za društvena istraživanja, Učiteljski fakultet.</p> <p>21. Pastuović, N. (1999). Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja. Zagreb: Znamen. (5. poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371)</p> <p>22. Pilić, Š. (2008). Knjiga o nastavnicima. Split: Filozofski fakultet.</p> <p>23. Popović, T. (2016). Sociological Contents and Learning Outcomes in Adult Education. U: Koludrović, M., Brčić Kuljiš, M. (ur.). Contribution to the Development of the Curricula Aimed at Adult Education Professionals. Zagreb: Croatian Andragogy Society. (str. 321-339)</p> <p>24. Popović, T., Relja, R., Alfirević, N. (2019). Selection and Education of School Principals: A Comparative Overview of Policies. U: Ingþórsson, A. H., Alfirević, N., Pavičić, J., Vican, D. (ur.). Educational Leadership in Policy. Challenges and Implementation Within Europe. Cham: Palgrave Macmillan. (str. 59-78)</p> <p>25. Popović, T., Relja, R., Gutović, T. (2017). The Role of Non-Formal Qualifications in the Flexibility of Education and Labor Market. U: Radic, Z., Roncevic, A., Yongqiang, L. (ur.). 22nd International Scientific Conference on Economic and Social Development – "The Legal Challenges of Modern World". Split: Varazdin Development and Entrepreneurship Agency, Faculty of Law – University of Split, Faculty of Law – University of Sarajevo, University North, Faculty of Management – University of Warsaw. (str. 677-689)</p>

	<p>26. Raditya-Ležaić, A., Boromisa, A., Tišma, S. (2018). Komparativni pregled obrazovanja za održivi razvoj i istraživanje potreba za stručnjacima u Hrvatskoj. <i>Socijalna ekologija: časopis za ekološku misao i sociologijska istraživanja okoline</i>, 27(2): 165-180.</p> <p>27. Relja, R., Popović, T., Gutović, T. (2019). Analysis of elements and process of school principals' professionalization in Croatia. <i>Management: Journal of Contemporary Management Issues</i>, 24 (sp.iss.): 55-71.</p> <p>28. Rogošić, S., Baranović, B., Šabić, J. (2021). Primjena IKT-a u procesu učenja, poučavanja i vrednovanja u srednjim strukovnim školama: Kvalitativna analiza. <i>Metodički ogledi</i>, 28(1): 63-88.</p> <p>29. Selwyn, N., Facer, K. (2014). The sociology of education and digital technology: past, present and future. <i>Oxford Review of Education</i>, 40(4): 482-496.</p> <p>30. Sjøberg, S., Jenkins, E. (2020). PISA: a political project and a research agenda. <i>Studies in Science Education</i>, 58(1): 1–14.</p> <p>31. Stanić S., Hren D., Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. U: Alfirević N., Burušić J., Pavičić J., Relja R. (ur.) <i>School Effectiveness and Educational Management</i>. Palgrave Macmillan.</p> <p>32. Štulhofer, A. (1992). Mitologija obrazovnih šansi. <i>Theleme</i>, 38(2): 61-72.</p> <p>33. Tomlinson, S. (2017). <i>A Sociology of Special and Inclusive Education: Exploring the Manufacture of Disability</i>. London, New York: Routledge.</p> <p>34. Vujčić, V. (1990). <i>Obrazovne šanse</i>. Zagreb: Školske novine.</p> <p>35. Vujčić, V. (1989). <i>Obrazovanje i društvo</i>. Zagreb: CDD.</p>
Quality assurance	<ul style="list-style-type: none">- Class attendance, in-class participation, and success in carrying out set tasks- Student questionnaires on quality of teaching carried out at university level- Student success on the exam and in fulfilling other course-defined requirements- Student self-assessment of achieved learning outcomes- Individual teacher-student consultations- Collaborative teacher–student evaluation of the implementation and quality of teaching processes
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts	2	MM
Seminar	Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts	2	MM
Week: 2.			
Predavanja	The Emergence and Development of the Sociology of Education; Subject Matter and Research Methods in the Sociology of Education	2	
Seminar	In this seminar assignment, the development of the sociology of education as a discipline will be examined, with an emphasis on its fundamental theoretical and research approaches. The subject matter of the sociology of education will be explored, including the relationship between the education system and	2	

	social structure. Particular attention will be devoted to research methods in the sociology of education, as well as to key areas of analysis such as educational inequalities, socialization, and the role of education in social reproduction and mobility.		
Week: 3.			
Predavanja	The Sociological Approach and Relevant Theoretical Conceptions of Education, Part I – 2 hours	2	
Seminar	In this seminar assignment, the fundamental theoretical conceptions of education within sociology will be examined, with an emphasis on functionalist and liberal approaches. Functionalist theories of education will be considered through the works of Émile Durkheim and Talcott Parsons, with particular attention to the role of education in socialization, integration, and the maintenance of social order. Special attention will be devoted to liberal approaches in the works of John Dewey and Ivan Illich, including critiques of institutionalized schooling and the idea of alternative forms of learning. Differences between these theoretical approaches in understanding the function and purpose of education within contemporary society will also be examined.	2	
Week: 4.			
Predavanja	The Sociological Approach and Relevant Theoretical Conceptions of Education, Part II – 2 hours	2	
Seminar	In this seminar assignment, contemporary theoretical approaches to education will be examined, with an emphasis on interactionism, the New Right, and postmodern perspectives. Within the interactionist approach, processes of labelling, interaction, and the construction of educational expectations that shape students' achievement and identities will be explored. Particular attention will be devoted to New Right approaches, which emphasize market logic, standardization, the measurement of educational outcomes, and individual responsibility in education, as well as to postmodern perspectives that problematize the status of knowledge, the curriculum, and the authority of educational institutions under conditions of social pluralization.	2	
Week: 5.			
Predavanja	The Social Character of Education: Inequalities in Education; Inequalities of Educational Opportunity – 2 hours	2	
Seminar	In this seminar assignment, the 'new sociology of education' will be examined, that is, theories that problematize the relationship between education and cultural and social reproduction. The emphasis is on the analysis of the works of Basil Bernstein, Paul Willis, and Pierre Bourdieu, as well as on key concepts such as linguistic codes, counter-school culture, and cultural capital. The ideal of equality of educational opportunity in contemporary society is approached critically, that is, the conception of education that enables each individual to realize their academic and social potential. Furthermore, emphasis is placed on the differences between the paradigm of inclusive education and the model of integration, and attention is drawn to the shortcomings of school practice that prevent a growing number of students with difficulties from achieving inclusion. The positions of different sociological theories in	2	

	understanding the aims, processes, and outcomes of inclusive education are also critically examined.		
Week: 6.			
Predavanja	The Sociology of School Education – 2 hours	2	
Seminar	In this seminar assignment, the school will be examined as a specific social institution within the education system. The organizational structure of the school, patterns of governance, and authority relations that shape its functioning will be analyzed. Particular attention will be devoted to school culture and climate, including the norms, values, and informal practices present in everyday school life. The school will also be considered as an institutional environment that structures relationships among different actors in the educational process.	2	
Week: 7.			
Predavanja	Midterm Exam I; Service-Learning – 2 hours	2	
Seminar	In this seminar assignment, the concept of service-learning will be examined as an approach that connects education, civic engagement, and community action. The fundamental characteristics and models of service-learning will be explored, with an emphasis on linking academic knowledge with socially relevant issues. Particular attention will be devoted to the educational, social, and developmental effects of this approach, including its role in fostering social responsibility, participation, and experiential learning.	2	
Week: 8.			
Predavanja	Central European and Scandinavian Structures of Education (Programme for International Student Assessment) / Bologna Process in Higher Education – 2 hours	2	
Seminar	In this seminar assignment, the characteristics of Central European and Scandinavian education systems will be examined from a comparative perspective, with particular emphasis on Programme for International Student Assessment as a framework for evaluating educational outcomes. The advantages and limitations of the PISA approach will be explored, including sociological critiques of standardization, competitiveness, and the reduction of education to measurable outcomes. Particular attention will be devoted to the Bologna Process and its effects on higher education, considering its objectives, scope, and critiques related to market logic, bureaucratization, and changes in academic autonomy. The extent to which these reforms contribute to the quality, equity, and internationalization of education will also be analyzed.	2	
Week: 9.			
Predavanja	Transitional Problems of Education; Education and Globalization - 2 hours	2	
Seminar	In this seminar assignment, education will be examined in the context of social transition in Croatia and the processes of globalization. Changes and problems within the education system related to (post-)transitional transformations will be explored, including issues of institutional adaptation, quality, and social inequalities. Particular attention will be devoted to the impact of globalization processes on educational policies, the role of knowledge in a global society, and the relationship between national education systems and supranational reform	2	

	trends. Sociological interpretations of the tensions between local educational needs and global developmental pressures will also be analyzed.		
Week: 10.			
Predavanja	Education and European Integration – 2 hours	2	
Seminar	In this seminar assignment, the relationship between education and processes of European integration will be examined, with an emphasis on the impact of European policies on national education systems. Key initiatives and processes related to the European education area will be explored, including the harmonization of standards, mobility, recognition of qualifications, and the development of common educational objectives. Sociological perspectives that critically examine the relationship between integration processes, the effectiveness of educational policies, and social inequalities will also be considered.	2	
Week: 11.			
Predavanja	Contemporary Perspectives in the Sociology of Education: Education for Democracy and Human Rights; Environmental Education; Intercultural Education – 2 hours	2	
Seminar	In this seminar assignment, education for democracy and human rights, environmental education, and intercultural education are examined as responses to contemporary social challenges and transformations of educational goals. Particular attention will be devoted to the values, contents, and practices that promote democratic participation, ecological awareness, and intercultural understanding. Sociological debates on the possibilities and limitations of education in promoting social inclusion, sustainability, and pluralism will also be analyzed.	2	
Week: 12.			
Predavanja	Entrepreneurship Education – 2 hours	2	
Seminar	In this seminar assignment, entrepreneurship education will be examined as a contemporary dimension of educational policies and curricular approaches. The role of entrepreneurial competences in fostering initiative, innovation, and social responsibility will be explored, with an emphasis on the place of entrepreneurship in contemporary education systems. Particular attention will be devoted to sociological debates on the relationship between entrepreneurship education, the labour market, and broader social development, as well as to the possibilities and limitations of such an approach in educational practice.	2	
Week: 13.			
Predavanja	The Sociology of the Curriculum – 2 hours	2	
Seminar	In this seminar assignment, the curriculum will be examined as an institutional response to contemporary social challenges and risks. Its content and effectiveness in Croatia will be explored, with an emphasis on the need for a sociological analysis of educational policies and their outcomes.	2	
Week: 14.			
Predavanja	The Sociology of the Profession; The Position, Role, and Prestige of Teachers – 2 hours	2	

Seminar	In this seminar assignment, the teaching profession will be examined from the perspective of the sociology of professions, with an emphasis on the social position, roles, and prestige of this occupation. Fundamental conceptions of professionhood and key elements of professionalization will be explored, including expertise, autonomy in work, control over specialized knowledge, and professional standards. Particular attention will be devoted to contemporary trends, as well as to processes that contribute to the decline in the social prestige of teachers, such as the loss of autonomy in decision-making, the increase in administrative responsibilities, and relatively low material compensation.	2	
Week: 15.			
Predavanja	Midterm Exam II; Course Evaluation – 2 hours	2	
Seminar	In this seminar assignment (group discussion), the future development of the sociology of education will be examined in the context of contemporary social, economic, and environmental changes. Key challenges and research directions within the discipline will be explored. Particular attention will be devoted to the role of the sociology of education in shaping development policies and educational practices.	2	

Course name	DISCOURSE ANALYSIS: CRITICAL AND MULTIMODAL APPROACHES							
ID	HZH702		Study year		1.			
Lecturer	doc. dr. sc. Eni Buljubašić		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
30					15	0	0	
Course status	Elective		Online percentage		0%			
Course description								
Course aims	The aim of this course is to enable the students to deepen their knowledge about and skill in discourse analysis, especially in relation to multimodal discourse.							
Enrolment requirements	Having taken the course Language and different discourses							
Learning outcomes	Students will be able to - define discourse; the characteristics and practices of different discourse types analysed in class - develop the skill of critical discourse analysis and learn the basics of sociosemiotic theory of multimodal discourse; - develop analytical skills in investigating discourse as text and and multimodal text – i.e. apply the knowledge from CDA theory to analyse and interpret various discourse types and texts							
Syllabus	1. Introduction: discourse, CDA, multimodality 2. Discourse theory and CDA: comparison 3. Critical discourse analysis: example I 4. Critical discourse analysis: example II 5. Critical discourse analysis: example III 6. Analysis practice on texts by students' choice 7. Multimodality theory: introduction 8. Multimodal novel: analysis 9. Multimodal short story: analysis 10. Ads as multimodal texts: analysis 11. Website (school book, music video...) as multimodal text: analysis 12. Analysis practice on texts by students' choice 13. Analysis practice on texts by students' choice 14. Integration of critical and multimodal approaches to text analysis I 15. Integration of critical and multimodal approaches to text analysis I							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision			☐ ☐ ☐ ☐		
Student obligations	The students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - participate in and class activities and perform homework (individual and group) activities leading to the obtainment of learning outcomes of the class - prepare a seminar paper according to the instructions of the teacher - to be informed about the classes he / she missed with other students or in consultations with the professor							
Monitoring student work	Class attendance	☒	Research	☐	Practical work		☒	
	Experimental work	☐	Paper	☐	Essay		☐	
	Seminar paper	☒	Midterm exam	☐	Oral exam		☒	

	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the realization of the following elements: 1. prepared seminar paper in accordance with the instructions of the teacher - 40% 2. activity and presentation in classes - 25% 3. presentation of independent research (homework) assignments - 35% - Oral exam is organized depending on students' needs Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title				Number of copies available	Availability via other media
	Bertoša, M. (2014). Od monarhijske reklame do queer lingvistike. Zagreb, Antibarbarus (odabrana poglavlja)				1	da
	Buljubašić, E. (2015). O multimodalnoj stilistici. U Svijet stila, stanja stilistike, ur. Anera Ryznar. Filozofski fakultet Sveučilišta u Zagrebu. http://stilistika.org/svijet-stila-stanja-stilistike .				1	da
	Hallet, W. (2009). The Multimodal Novel: The Integration of Modes and Media in Novelistic Narration. In Narratology in the age of cross-disciplinary narrative research, by Sandra Heinen and Roy Sommer, 129-153. Berlin, New York : Walter de Gruyter.				1	da
	Jørgensen, M.; Phillips, L. (2002). Discourse analysis as Theory and Method. Sage Publications. ILI				1	da
	Katnić-Bakaršić, M. (2003). Stilistika diskursa kao kontekstualizirana stilistika. Fluminensia, 2, 37-48				1	da
	Machin, D.; Mayr, A. (2013). How to Do Critical Discourse Analysis. London: Sage Publications.				1	da
	van Leeuwen, T. (2004). Ten Reasons Why Linguists Should Pay Attention to Visual Communication. U DISCOURSE AND TECHNOLOGY: Multimodal Discourse Analysis, uredio Ron Scollon i Phillip LeVine, 7-19. Georgetown University Press.				1	da
	Supplementary literature	Bagić, K. (2006). Figurativnost reklamnoga diskurza. U Raslojavanje jezika i književnosti: zbornik radova 34. seminara Zagrebačke slavističke škole, uredio Krešimir Bagić, 81-93. Zagreb: FF Press. Bertoša, M. (2008). Sociosemiološki bricolage: analiza savršena para. Društvena istraživanja, 17:6, 1109-1132 Biti, M. (2004). Interesna žarišta stilistike diskursa. Fluminensia 157-169. Breglec, Z. (2015). Balkan kao prazan ili lebdeći označitelj u hrvatskom javnom i političkom diskurzu. U Svijet stila, stanja stilistike. Zbornik radova prezentiranih na istoimenom kolokviju održanom 13. veljače 2015. na Filozofskom fakultetu u Zagrebu., uredio Anera Ryznar. Filozofski fakultet Sveučilišta u Zagrebu. Pokušaj pristupa December 2015. http://stilistika.org/svijet-stila-stanja-stilistike .				

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Quality assurance	<p>Student questionnaire on the quality of teaching and teachers at the university level;</p> <p>passed exam and the fulfillment of the other obligations prescribed by the syllabus;</p> <p>individual consultations;</p> <p>students' self-assessment of the learning outcomes they achieved;</p> <p>class attendance, participation in class and success in learning activities results</p> <p>collaborative assessment of the implementation and quality of the teaching process.</p>
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction: discourse, CDA, multimodality	2	
Seminar	Introductory analysis exercise	1	
Week: 2.			
Predavanja	Discourse theory and CDA: comparison	2	
Seminar	Analysis of a selected text based on the two methodologies	1	
Week: 3.			
Predavanja	Critical discourse analysis: example I	2	
Seminar	Analysis of selected texts	1	
Week: 4.			
Predavanja	Critical discourse analysis: example II	2	
Seminar	Analysis of selected texts	1	
Week: 5.			

Predavanja	Critical discourse analysis: example III	2	
Seminar	Analysis of selected texts	1	
Week: 6.			
Predavanja	Analysis practice on texts by students' choice	2	
Seminar	Analysis of selected texts	1	
Week: 7.			
Predavanja	Multimodality theory: introduction	2	
Seminar	Multimodal analysis exercise on selected texts	1	
Week: 8.			
Predavanja	Multimodal novel: analysis	2	
Seminar	Multimodal analysis exercise on selected texts	1	
Week: 9.			
Predavanja	Multimodal short story: analysis	2	
Seminar	Multimodal analysis exercise on selected texts	1	
Week: 10.			
Predavanja	Ads as multimodal texts: analysis	2	
Seminar	Multimodal analysis exercise on selected texts	1	
Week: 11.			
Predavanja	Website (school book, music video...) as multimodal text: analysis	2	
Seminar	Multimodal analysis exercise on selected texts	1	
Week: 12.			
Predavanja	Analysis practice on texts by students' choice	2	
Seminar	Multimodal analysis exercise on selected texts	1	
Week: 13.			
Predavanja	Analysis practice on texts by students' choice	2	
Seminar	Multimodal analysis exercise on selected texts	1	
Week: 14.			
Predavanja	Integration of critical and multimodal approaches to text analysis I	2	
Seminar	Multimodal analysis exercise on selected texts	1	
Week: 15.			
Predavanja	Integration of critical and multimodal approaches to text analysis II	2	
Seminar	Multimodal analysis exercise on selected texts	1	

Course name	Chakavian linguistic and literary heritage in the school curriculum						
ID	HZH818	Study year	1.				
Lecturer	prof. dr. sc. Jadranka Nemeth-Jajić	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			10	10	10	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of the course is to train students to successfully plan, prepare and implement extracurricular and project forms of work that are planned and implemented in the school curriculum for the purpose of nurturing the intangible linguistic and literary heritage with the Chakavian language and native component.						
Enrolment requirements	Enrollment in the teaching major of the study program.						
Learning outcomes	Upon completion of the course, students will be able to: 1. explain the role of the school curriculum in preserving and nurturing the native Chakavian idiom 2. select appropriate Chakavian linguistic and literary sources for students 3. propose ways to encourage and develop linguistic activities and students' creative expression in extracurricular and project activities aimed at nurturing the Chakavian linguistic and literary heritage 4. develop a plan of extracurricular and project activities with a Chakavian linguistic and indigenous component 5. analyze and evaluate an example of such extracurricular/project activities from school practice implement extracurricular and project activities that include nurturing the native idiom. 6. implement extracurricular and project activities that include nurturing the native idiom.						
Syllabus	1. The justification for nurturing the native idiom in strategic documents and the role of the school curriculum in preserving and nurturing the native Chakavian idiom. 2. Possibilities for including the native Chakavian idiom in extracurricular and project activities. 3. Chakavian linguistic and literary heritage in extracurricular and project activities. 4. Encouraging and developing linguistic activities and students' creative expression in extracurricular and project activities aimed at nurturing the Chakavian linguistic and literary heritage. 5. Monitoring student achievements and activities in extracurricular and project activities with the Chakavian linguistic and native component 6. Fieldwork – Museum of Croatian Archaeological Monuments, Split City Museum 7. Fieldwork – Bijaći Elementary School in Kaštel Novi (extracurricular and project activities with the Chakavian component)						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision			☐ ☐ ☐ ☐	
Student obligations	The student is obliged to:						

	<ul style="list-style-type: none">- attend classes regularly (attend at least 80% of lectures and 80% of seminars, attend 100% of fieldwork)- actively and constructively participate in classes- respect the ethical and scientific principles of the higher education institution- prepare and present a seminar paper- complete independent assignments- obtain information about classes that have been missed from other students or in consultations with the professor.					
Monitoring student work	Class attendance	☐	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: <ul style="list-style-type: none">- preparation and presentation of a seminar paper – 50%- completion of independent assignments – 40%- active participation in lectures and seminars – 10%. The criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Lisac, J. 2009. Hrvatska dijalektologija 2. Čakavsko narječje. Zagreb: Golden marketing – Tehnička knjiga.			3		
	Težak, Stjepko. Teorija i praksa nastave hrvatskoga jezika 1. Zagreb, 1996. (Poglavlje Dijalekti i dijalektologija, str. 395–446.)			5		
	Vulić, S. (2018.) Jedinstvo različitosti. Radovi iz hrvatske filologije. Split: Književni krug.			6		
Supplementary literature	Berbić Kolar, E. (2015). Zavičajni idiom u nastavi Hrvatskoga jezika. U A. Suvala i J. Pandžić (ur.). Nestandardni hrvatski jezik prema standardnom hrvatskom jeziku, 73–77. Zagreb: Agencija za odgoj i obrazovanje. Blažeka, Đ. (2008). Kakvi tekstovi na narječju trebaju u nastavi hrvatskoga jezika. Metodika, 9, 7, 271–286. Božanić, Petra. 2023. Čakavski zavičajni idiom u izvannastavnim i projektnim aktivnostima otočnih osnovnih škola. Čakavska rič br. 1–2, str. 151– 178. Dvornik, Dijana. 2009. Grad mi priča. Priručnik za upoznavanje kulturne baštine grada Splita. Zagreb: Alfa. Jutronić, Dunja. 2010. Od vapura do trajekta. Split: Naklada Bošković. Ljubešić, M. (2015). Uloga i značenje dijalekta u projektnoj nastavi. U A. Suvala i J. Pandžić (ur.). Nestandardni hrvatski jezik prema standardnom hrvatskom jeziku, 78–82. Zagreb: Agencija za odgoj i obrazovanje. Kurikulum nastavnog predmeta Hrvatski jezik za osnovne škole i gimnazije. 2019. Zagreb: Ministarstvo znanosti i obrazovanja. Menac Mihalić, Mira, Menac, Antica. 2011. Frazeologija splitskoga govora s rječnicima. Zagreb: Institut za hrvatski jezik i jezikoslovlje.					

	Pejić Papak, P. i Vidulin, S. (2016). Izvannastavne aktivnosti u suvremenoj školi. Zagreb: Školska knjiga. Vulić, Sanja (2015). Hrvatski dijalekti i mjesni govori u nastavi. U A. Suvala i J. Pandžić (ur.). Nestandardni hrvatski jezik prema standardnom hrvatskom jeziku, 78–82. Zagreb: Agencija za odgoj i obrazovanje.		
Quality assurance	<ul style="list-style-type: none">- regular class attendance- active participation in lectures and seminars- individual consultations- preparation and presentation of a seminar paper- completion of independent assignments- student survey on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	The justification for nurturing the native idiom in strategic documents.	1	
Seminar	The justification for nurturing the native idiom in strategic documents - examples.	1	
Week: 2.			
Predavanja	The role of the school curriculum in preserving and nurturing the native Chakavian idiom.	1	
Seminar	Approaches to the preservation and cultivation of the native Čakavian idiom in the school curriculum.	1	
Week: 3.			
Predavanja	Possibilities of including the native Chakavian idiom in extracurricular activities.	1	
Seminar	Possibilities of including the native Chakavian idiom in extracurricular activities - examples.	1	
Week: 4.			
Predavanja	Possibilities of including the indigenous Chakavian idiom in project activities.	1	
Seminar	Possibilities of including the indigenous Chakavian idiom in project activities - examples.	1	
Week: 5.			
Predavanja	Čakavian linguistic heritage in extracurricular and project activities.	1	
Seminar	Čakavian linguistic heritage in extracurricular and project activities - examples.	1	
Week: 6.			
Predavanja	Čakavian literary heritage in extracurricular and project activities.	1	
Seminar	Čakavian literary heritage in extracurricular and project activities - examples.	1	
Week: 7.			
Predavanja	Encouraging and developing language activities and students' creative expression in extracurricular and	1	

	project activities aimed at nurturing the Chakavian linguistic heritage.		
Seminar	Encouraging and developing language activities and students' creative expression in extracurricular and project activities aimed at nurturing the Chakavian linguistic heritage - examples.	1	
Week: 8.			
Predavanja	Encouraging and developing language activities and students' creative expression in extracurricular and project activities aimed at nurturing the Chakavian literary heritage.	1	
Seminar	Encouraging and developing language activities and students' creative expression in extracurricular and project activities aimed at nurturing the Chakavian literary heritage - examples.	1	
Week: 9.			
Predavanja	Monitoring student achievements and activities in extracurricular and project activities with the Chakavian language and native language component.	1	
Seminar	Monitoring student achievements and activities in extracurricular and project activities with the Chakavian language and native language component - examples.	1	
Week: 10.			
Predavanja	Evaluation of student achievements and activities in extracurricular and project activities with the Chakavian language and native language component.	1	
Seminar	Evaluation of student achievements and activities in extracurricular and project activities with the Chakavian language and native language component - examples.	1	
Week: 11.			
Terenske vježbe	Field trip – Museum of Croatian Archaeological Monuments.	2	
Week: 12.			
Terenske vježbe	Field trip – Split City Museum.	2	
Week: 13.			
Terenske vježbe	Fieldwork – Bijaći Elementary School in Kaštel Novi (extracurricular and project activities with the Chakavian component).	2	
Week: 14.			
Terenske vježbe	Fieldwork – Bijaći Elementary School in Kaštel Novi (extracurricular and project activities with the Chakavian component).	2	
Week: 15.			
Terenske vježbe	Fieldwork – Bijaći Elementary School in Kaštel Novi (extracurricular and project activities with the Chakavian component).	2	

Course name	Dialects in Cultural and Media Space						
ID	HZH819	Study year	1.				
Lecturer	prof. dr. sc. Marijana Tomelić Čurlin	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	<p>The aim of the course is to introduce students to the relationship between dialects and media culture and to the promotion of Croatian idioms in the media space.</p> <p>The aim of the course is also to train students to develop critical thinking, to introduce them to methods of research in dialectology and to enable them to learn to recognize their own speech.</p> <p>The aim of the course is to introduce students to the importance of preserving Croatian organic idioms and to enable them to recognize and promote them in the cultural and media space.</p>						
Enrolment requirements	There are no course enrolment requirements.						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none">- understand the role of the media- understand the richness of the Croatian language- critically discuss the fate of Croatian dialects in the cultural and media space- critically reflect on linguistic expression and the message that travels through the media- recognize dialect diversity in the cultural and media space- develop interest and awareness of the need to preserve Croatian organic idioms- develop a positive attitude towards dialect idioms.						
Syllabus	<p>1. Course content, curriculum, student obligations and literature. Division of topics, work in workshops</p> <p>2. Introduction to basic concepts in dialectology (dialect/dialect/speech group/speech). Introduction to dialectology and dialectological research. Urban and traditional dialectology (urban and rural speech). Presentation and discussion (recognition of dialects and dialects)</p> <p>3. Media space and dialects. The relationship of dialects to the standard language. Presentation and discussion (1st workshop: 10 theses on the Croatian language)</p> <p>4. Čakavian, Kajkavian and Štokavian literary language throughout history. The golden formula of the Croatian language ča-što-kaj Presentation and discussion (2nd workshop: review of literary and historical texts written in the dialect)</p> <p>5. Distribution and basic characteristics of the Štokavian dialect. Presentation and discussion (3rd workshop: work on the text)</p> <p>6. Distribution and basic characteristics of the Chakavian dialect. Presentation and discussion (4th workshop: work on the text)</p> <p>7. Distribution and basic characteristics of the Kaikavian dialect. Presentation and discussion (5th workshop: work on the text)</p> <p>8. Croatian dialects as intangible cultural heritage: preservation and protection. The "struggle" for Croatian dialects and Croatian dialects. The example of Split Čakavian dialect - a protected cultural asset. Presentation and discussion (Who are the people of Split - fetivi Splitani - 6th workshop: Split literary reading in the media and cultural space)</p> <p>9. Visit to the Spalatini Local History Collection of the Marko Marulić City Library in Split</p>						

	10. Dialects and traditional media (print – newspapers, radio – radio broadcasts, TV). Presentation and discussion (7th workshop: working on the text) 11. Traditional and popular singing in dialect. Presentation and discussion (8th workshop: Klapa singing, Melodies of Istria and Kvarner, Kajkavian chants...) 12. Variety shows and new media. Dialect, youth language, advertising language. Presentation and discussion (9th workshop: internet, social networks, Facebook, Twitter, Instagram...) 13. Dialects and theatre. Dialects and politics. Presentation and discussion (10th workshop: working on the text) 14. Going to the theater to see a play performed in dialect 15. Summary of the entire teaching process. Visit to the Literary Circle in Split (Marulianum).					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		Radionice ☐ ☐ ☐ ☒	
Student obligations	Attendance at classes and seminars. Note: attendance at the course is not included in the grade, but is a prerequisite for taking the exam. - attendance at lectures – minimum 80%, seminars – minimum 80%. - behave in accordance with ethical and scientific principles in higher education - participate in smaller groups (workshops) and research and present the assigned topic - (workshops are a substitute for the written part of the exam) - participate in organized trips to at least one cultural institution (theatre, Split Literary Circle, Spalatina) - prepare and present a seminar paper according to pre-determined criteria.					
Monitoring student work	Class attendance	☒	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
	Radionice	☒		☐		☐
		☐				
Assessment and evaluation of student work	1. class activity, participation in class discussions – 10% 2. participation in workshops (substitute for written exam) – 50% 3. written and presented seminar paper – 40% Criteria for assessment and evaluating individual elements are described in course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Težak, S.(1986). Dijalekti na radiju, televiziji, filmu. Govor, 3, 39–50.			0	yes	
	Jutronić-Tihomirović, D. (1989). Međudijalekatsko sporazumijevanje i utjecaj standarda na dijalekte. Naše teme, 33, 4, 701–702.			0	yes	

	Kapović, M. (2006). Dijalekti, standard i sociolingvistički aktivizam. U J. Granić (ur.). Zbornik HDPL-a 2005 – Jezik i mediji. Jedan jezik: više svjetova (str. 375–383). Zagreb – Split: Hrvatsko društvo za primijenjenu lingvistiku.	0	yes
	Filipan-Žignić, B. (2012). O jeziku novih medija (kvare li novi mediji suvremeni jezik). Čakovec: Matica hrvatska.	0	yes
	Banković-Mandić, I. (2021). Dijalekti i jezični varijeteti u hrvatskom medijskom prostoru. U Periferno u hrvatskom jeziku, kulturi i društvu: zbornik radova 2 (str. 174–186). Bońkowski, R., Lukić, M., Mićanović, K., Pycia-Košćak, P., Zubčić, S. (ur.). Katowice – Zagreb – Osijek – Rijeka: Wydział Humanistyczny Uniwersytetu Śląskiego, Filozofski fakultet Sveučilišta u Zagrebu, Sveučilište u Osijeku, Sveučilište u Rijeci, Wydawnictwo Uniwersytetu Śląskiego.	0	yes
	Štambuk, D. (2022). Zlatna formula hrvatskoga jezika ča-što-kaj. Filologija, 78, 87–91.	0	yes
Supplementary literature	<p>Supplementary literature: in agreement with the teacher.</p> <p>Bašić, M. (2016). Hrvatska dijalektološka istraživanja – ščera, danas, jutra. Croatica: časopis za hrvatski jezik, književnost i kulturu, 40, 60, 63–74. Brozović, D. (1997). Narječja hrvatskoga jezika. U A. Vujić (ur.). Hrvatski leksikon, sv. 2 (str. 155–156). Zagreb: Hrvatski leksikografski zavod Miroslav Krleža.</p> <p>Bujas, Ž., Moguš, M. (1981). O mogućnostima kompjutorske obrade dijalekatskih podataka. U B. Finka i M. Moguš (ur.). Hrvatski dijalektološki zbornik, 5 (str. 19–22). Zagreb: JAZU.</p> <p>Jutrović, D. (1985). Aspekti socijalne ili urbane dijalektologije. Radovi Filozofskog fakulteta u Zadru 24, 29–38.</p> <p>Kapović, M. (2004). Jezični utjecaj velikih gradova. Rasprave Instituta za hrvatski jezik i jezikoslovlje, 30, 97–105.</p> <p>Lisac, J. (2004). Hrvatska dijalektologija 1. Hrvatski dijalekti i govori štokavskoga narječja i hrvatski govori torlačkog narječja. Zagreb: Golden marketing – Tehnička knjiga.</p> <p>Lisac, J. (2009). Hrvatska dijalektologija 2. Čakavsko narječje. Zagreb: Golden marketing – Tehnička knjiga.</p> <p>Lončarić, M. (1996). Kajkavsko narječje. Zagreb: Školska knjiga.</p> <p>Moguš, M. (1995). Povijest hrvatskoga književnoga jezika (II. dopunjeno izdanje). Zagreb: Globus.</p> <p>Mučalo M. (2010). Radio – medij 20. stoljeća. Zagreb: Fakultet političkih znanosti.</p> <p>U A. Peti-Stantić, M. M., Stanojević, Antunović, G. (ur.). (2014). Standardni jezici i sociolekti u 21. stoljeću. Zbornik radova s međunarodnoga znanstvenoga skupa Hrvatskoga društva za primijenjenu lingvistiku održanog 18. do 20. travnja 2013. u Dubrovniku. Zagreb: Hrvatsko društvo za primijenjenu lingvistiku (odabrani članci).</p> <p>U A. Bičanić (ur.). (2009. – 2019). Povijest hrvatskoga jezika, 1. knjiga – 6. knjiga. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).</p> <p>U J. Granić (ur.). (2006). Jezik i mediji. 1. jedan jezik: više svjetova. Zagreb – Split: Hrvatsko društvo za primijenjenu lingvistiku (odabrana poglavlja). U V. Rišner (ur.). (2016). Jezik medija nekada i sada. Zbornik radova sa znanstvenog skupa održanoga u Osijeku 6. i 7. lipnja 2014. Zagreb – Osijek: Hrvatska sveučilišna</p>		

	naklada, Filozofski fakultet Sveučilišta Josipa Jurja Strossmayera u Osijeku (odabrana poglavlja).		
Quality assurance	<ul style="list-style-type: none">- class attendance- class activity- individual consultations- student questionnaire on the quality of teaching and teachers at the university level- make question mark and the fulfillment of the other obligations prescribed by the syllabus.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Course content, curriculum, student obligations and literature. Division of topics, work in workshops	2	P28
Seminar	Course content, curriculum, student obligations and literature. Division of topics, work in workshops	1	P28
Week: 2.			
Predavanja	Introduction to basic concepts in dialectology (dialect/dialect/speech group/speech). Introduction to dialectology and dialectological research. Urban and traditional dialectology (urban and rural speech).	2	P28
Seminar	Presentation and discussion (recognition of dialects and dialects)	1	P28
Week: 3.			
Predavanja	Media space and dialects. The relationship of dialects to the standard language	2	P28
Seminar	Presentation and discussion (1st workshop: 10 theses on the Croatian language)	1	P28
Week: 4.			
Predavanja	Čakavian, Kajkavian and Štokavian literary language throughout history. The golden formula of the Croatian language ča-što-kaj	2	P28
Seminar	Presentation and discussion (2nd workshop: review of literary and historical texts written in the dialect)	1	P28
Week: 5.			
Predavanja	Distribution and basic characteristics of the Štokavian dialect	2	P28
Seminar	Presentation and discussion (3rd workshop: work on the text)	1	P28
Week: 6.			
Predavanja	Distribution and basic characteristics of the Chakavian dialect	2	P28
Seminar	Presentation and discussion (4th workshop: work on the text)	1	P28
Week: 7.			
Predavanja	Distribution and basic characteristics of the Kaikavian dialect	2	P28

Seminar	Presentation and discussion (5th workshop: work on the text)	1	P28
Week: 8.			
Predavanja	Croatian dialects as intangible cultural heritage: preservation and protection. The "struggle" for Croatian dialects and Croatian dialects. The example of Split Čakavian dialect - a protected cultural asset	2	P28
Seminar	Presentation and discussion (Who are the people of Split - fetivi Splitani - 6th workshop: Split literary reading in the media and cultural space)	1	P28
Week: 9.			
Predavanja	Visit to the Spalatini Local History Collection of the Marko Marulić City Library in Split	2	P28
Seminar	Visit to the Spalatini Local History Collection of the Marko Marulić City Library in Split	1	P28
Week: 10.			
Predavanja	Dialects and traditional media (print – newspapers, radio – radio broadcasts, TV)	2	P28
Seminar	Presentation and discussion (7th workshop: working on the text)	1	P28
Week: 11.			
Predavanja	Traditional and popular singing in dialect	2	P28
Seminar	Presentation and discussion (8th workshop: Klapa singing, Melodies of Istria and Kvarner, Kajkavian chants...)	1	P28
Week: 12.			
Predavanja	Variety shows and new media. Dialect, youth language, advertising language	2	P28
Seminar	Presentation and discussion (9th workshop: internet, social networks, Facebook, Twitter, Instagram...)	1	P28
Week: 13.			
Predavanja	Dialects and theatre. Dialects and politics	2	P28
Seminar	Presentation and discussion (10th workshop: working on the text)	1	P28
Week: 14.			
Predavanja	Going to the theater to see a play performed in dialect	2	P28
Seminar	Going to the theater to see a play performed in dialect	1	P28
Week: 15.			
Predavanja	Summary of the entire teaching process. Visit to the Literary Circle in Split (Marulianum)	2	P28
Seminar	Summary of the entire teaching process. Visit to the Literary Circle in Split (Marulianum)	2	P28

Course name		Croatian language in project-based teaching					
ID	HZH703	Study year		1.			
Lecturer	prof. dr. sc. Jadranka Nemeth-Jajić	ECTS workload		3.0			
Associates		Number of hours		L	S	E	P
				30	15	0	0
Course status	Elective	Online percentage		0%			
Course description							
Course aims	The aim of the course is to introduce students to project-based teaching of the Croatian language and to train them to prepare and implement project-based teaching in curricular and extracurricular forms of language and literary education.						
Enrolment requirements	No conditions.						
Learning outcomes	Upon completion of the course, students will be able to: - describe project-based teaching and explain its role in language and literature education; - identify the possibilities of implementing project-based teaching in regular Croatian language classes and extracurricular forms of language and literature education; - develop a plan for project-based teaching that includes language and literature content; - propose research tasks and research activities; - analyze and evaluate project proposals.						
Syllabus	1. The foundation of project teaching in strategic documents and its role in language and literature education. 2. Project teaching as a form of curricular and extracurricular language and literature education. 3. Language and literary content in project teaching. 4. Croatian linguistic and literary heritage in project teaching. 5. Research tasks and research activities. 6. Encouraging and developing language activities and language and communication competence of students in project teaching. 7. Encouraging and developing reading literacy and reading interests of students in project teaching. 8. Monitoring and evaluating student achievements and activities in the project form of work in teaching the Croatian language as a school subject.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations	Student je obvezan: - redovito pohađati nastavu (odslušati minimalno 80% predavanja i 80% seminara) - aktivno i konstruktivno sudjelovati u nastavi - poštovati etička i znanstvena načela visokoškolske ustanove - izraditi i predstaviti seminarski rad - izraditi samostalne zadatke - informirati se o nastavi s koje je izostao kod drugih studenata ili na konzultacijama s profesorom.						
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐	

	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	<p>In accordance with the stated learning outcomes and student obligations in the course, the exam grade is based on the following elements:</p> <ul style="list-style-type: none"> - preparation and presentation of a seminar paper – 50% - completion of independent assignments – 40% - active participation in lectures and seminars – 10%. - depending on the needs of students, an oral exam will be organized. <p>The criteria for evaluating and grading individual elements are described in the course repository.</p>					
Required literature	Title		Number of copies available	Availability via other media		
	Čitanje za školu i život, zbornik radova IV. simpozija učitelja i nastavnika hrvatskoga jezika. Mićanović, Miroslav (ur.). Zagreb, 2013.			on line		
	Zajednički europski referentni okvir za jezike: učenje, poučavanje, vrednovanje. Strasbourg, Vijeće Europe (Odjel za suvremene jezike) – Zagreb, 2005.			on line		
	Dječaci čitaju (Boys Reading). Priručnik. CARDET (ur.). Erasmus+ projekt. Broj projekta: 2014-1-HR01-KA200-007171. Split, 2015.			on line		
Supplementary literature	<p>Kurikulum nastavnog predmeta Hrvatski jezik za osnovne škole i gimnazije, Zagreb, 2019.</p> <p>Novaković, Goran; Medić, Igor. Lektira u srednjoškolskoj nastavi hrvatskoga jezika. Hrvatski 2011., br. 2, str. 71-91.</p> <p>Težak, Stjepko. Teorija i praksa nastave hrvatskoga jezika 1. Zagreb, 1996. (Poglavlje Dijalekti i dijalektologija, str. 395-446.)</p> <p>Visinko, Karol. Čitanje: poučavanje i učenje. Zagreb, 2014.</p> <p>Zbornik radova Dani osnovne škole Splitsko-dalmatinske županije Prema kvalitetnoj školi. Ivon, Hicela (ur.). Split, 2008., 2010., 2012., 2013., 2015.</p>					
Quality assurance	<ul style="list-style-type: none"> - regular class attendance - active participation in lectures and seminars - individual consultations - preparation and presentation of a seminar paper - completion of independent assignments - student survey on the quality of teaching and teachers at the university level 					
Other (in the opinion of the proponent)						
Syllabus						
Class type	Topic			Teaching hours	Location	
Week: 1.						

Predavanja	The foundation of project-based teaching in strategic documents and its role in language and literary education.	2	
Seminar	Project-based teaching in strategic documents and its role in language and literary education - example analysis.	1	
Week: 2.			
Predavanja	Project teaching as a form of language education in regular Croatian language teaching.	2	
Seminar	Project teaching as a form of language education in regular Croatian language teaching - examples of good practice.	1	
Week: 3.			
Predavanja	Project teaching as a form of literary education in regular Croatian language teaching.	2	
Seminar	Project teaching as a form of literary education in regular Croatian language teaching - examples of good practice.	1	
Week: 4.			
Predavanja	Planning project-based teaching within regular Croatian language teaching.	2	
Seminar	Planning project-based teaching within regular Croatian language teaching - examples.	1	
Week: 5.			
Predavanja	Project teaching as a form of extracurricular language education.	2	
Seminar	Project teaching as a form of extracurricular language education - examples.	1	
Week: 6.			
Predavanja	Project teaching as a form of extracurricular literary education.	2	
Seminar	Project teaching as a form of extracurricular literary education - examples.	1	
Week: 7.			
Predavanja	Language content in project teaching.	2	
Seminar	Language content in project teaching - examples.	1	
Week: 8.			
Predavanja	Literary content in project teaching.	2	
Seminar	Literary content in project teaching - examples.	1	
Week: 9.			
Predavanja	Croatian linguistic and literary heritage in project-based teaching.	2	
Seminar	Croatian linguistic and literary heritage in project-based teaching - examples.	1	
Week: 10.			
Predavanja	Research tasks and research activities with a linguistic focus.	2	
Seminar	Research tasks and research activities with a linguistic focus - examples.	1	
Week: 11.			

Predavanja	Research tasks and research activities with a literary focus.	2	
Seminar	Research tasks and research activities with a literary focus - examples.	1	
Week: 12.			
Predavanja	Encouraging and developing language activities and language and communication competence of students in project-based teaching.	2	
Seminar	Encouraging and developing language activities and language and communication competence of students in project-based teaching - examples.	1	
Week: 13.			
Predavanja	Encouraging and developing reading literacy and reading interests of students in project teaching.	2	
Seminar	Encouraging and developing reading literacy and reading interests of students in project teaching - examples.	1	
Week: 14.			
Predavanja	Monitoring and evaluating student achievements and activities in the project form of work in teaching the Croatian language as a school subject.	2	
Seminar	Monitoring and evaluating student achievements and activities in the project form of work in teaching the Croatian language as a school subject - examples.	1	
Week: 15.			
Predavanja	Monitoring and evaluating student achievements and activities in the project form of work in extracurricular activities of a linguistic and literary orientation.	2	
Seminar	Monitoring and evaluating student achievements and activities in the project form of work in extracurricular activities of a linguistic and literary orientation - examples.	1	

Course name	Croatian for Foreigners C1.2				
ID		Study year	1.		
Lecturer	Ina Bilonić, lekt. dr. sc. Helena Burić, v. pred. dr. sc. Josipa Korljan Bešlić, v. lekt.	ECTS workload	5.0		
Associates		Number of hours	L	S	E
			0	0	140
Course status	Elective	Online percentage	0%		
Course description					
Course aims	To familiarize participants with the grammatical and orthographic rules of the Croatian language, with the aim of applying this knowledge in everyday use of Croatian.				
Enrolment requirements	Completed C1.1 level of the Croatian language or a certificate of knowledge of Croatian language at the C1.1 level.				
Learning outcomes	<p>After attending and passing the course, participants will be able to:</p> <ol style="list-style-type: none">1. Understand enough to follow extended discourse on abstract and complex topics outside their own field, although they may occasionally need to confirm details, especially if the language variant is unfamiliar.2. Understand a wide range of texts, including literary works, newspaper or magazine articles, and specialized academic or professional publications, provided they have the opportunity to reread them.3. Provide clear, detailed descriptions and presentations on complex topics, integrating subtopics, developing specific aspects of the topic, and concluding appropriately.4. Write clear, well-structured texts on complex topics, highlighting relevant key issues, developing and supporting viewpoints with relevant examples, and concluding appropriately.5. Consistently maintain a high level of grammatical accuracy.6. Independently correct errors with a high degree of efficiency.7. Consciously adopt elements related to a specific text type (e.g., structure, level of formality) when preparing more formal texts.8. Creatively use their vocabulary range to easily and effectively apply descriptive expressions in almost all situations.9. Choose among several vocabulary options in almost all situations, using synonyms and even rarer expressions.10. Use idiomatic expressions and colloquialisms well; handle wordplay fairly skillfully.				
Syllabus	<ol style="list-style-type: none">1. Week 1 (9 hours):<ol style="list-style-type: none">a) Topics and vocabulary: native, second, other languages, current events, synonyms, phrasesb) Grammatical units: review of declensions and conjugations, verb tenses and moods, verbs in context, verbal aspectc) Cultural topics: Croatian scripts, Glagolitic monuments, first printed books2. Week 2 (9 hours):<ol style="list-style-type: none">a) Topics and vocabulary: peer violence, mobbing, current events, synonyms, phrasesb) Grammatical units: se-passive, verbal aspect, prefixed verbs, verbs in contextc) Cultural topics: Luka Ritz, Pink Shirt Day3. Week 3 (9 hours):<ol style="list-style-type: none">a) Topics and vocabulary: past, historical events, synonyms, national phrasesb) Grammatical units: aorist, imperfect, pluperfect, verbal aspect, verbs in contextc) Cultural topics: Croatian War of Independence, Priče iz davnine4. Week 4 (9 hours):				

	<p>a) Topics and vocabulary: work, motivational letters and contracts, current events, synonyms, phrases</p> <p>b) Grammatical units: sentence adverbs, administrative-business style</p> <p>c) Cultural topics: Croatian Constitution, division of powers in Croatia</p> <p>5. Week 5 (9 hours):</p> <p>a) Topics and vocabulary: education, theater in Croatia, current events, synonyms, phrases</p> <p>b) Grammatical units: word order in coordinated clauses, scientific functional style</p> <p>c) Cultural topics: Croatian Nobel prize winners Ružička and Prelog, Faust Vrančić</p> <p>6. Week 6 (9 hours):</p> <p>a) Topics and vocabulary: poetry, storytelling, current events, synonyms, phrases</p> <p>b) Grammatical units: some noun peculiarities (nouns ending in -lac, -ao, -eo, nouns like tečaj – tečajevi, građanin – građani, neuter nouns with extensions), vocative of personal names</p> <p>c) Cultural topics: Croatian poets and writers, Poetry and Storytelling Day, Croatian storytelling events</p> <p>7. Week 7 (9 hours):</p> <p>a) Topics and vocabulary: humor, jokes, current events, synonyms, phrases</p> <p>b) Grammatical units: phonologically conditioned alternations (consonant assimilations, elision), conversational functional style</p> <p>c) Cultural topics: Splicka scena, Nik Titanik</p> <p>8. Week 8 (9 hours):</p> <p>a) Topics and vocabulary: health and healthy diet, current events, synonyms, phrases</p> <p>b) Grammatical units: morphologically and derivationally conditioned alternations (mobile a, vocalization, palatalization, sibilantization, jotation, alternations ije/je/e)</p> <p>c) Cultural topics: Croatian healthcare system, Andrija Štampar, Mediterranean diet, current events, synonyms, phrases</p> <p>9. Week 9 (9 hours):</p> <p>a) Topics and vocabulary: labor market, old and new occupations, current events, synonyms, phrases</p> <p>b) Grammatical units: word formation (suffixal, prefixal, prefixal-suffixal, compounding, blending), nouns for male and female persons, diminutives, and augmentatives</p> <p>c) Cultural topics:</p> <p>10. Week 10 (9 hours):</p> <p>a) Topics and vocabulary: biological diversity, nature conservation, current events, synonyms, phrases</p> <p>b) Grammatical units: subordinate clauses (predicative, subjective, objective, attributive), subordinate clauses by content</p> <p>c) Cultural topics: protected plant and animal species in Croatia</p> <p>11. Week 11 (9 hours):</p> <p>a) Topics and vocabulary: journalism, reports, news, current events, synonyms, phrases</p> <p>b) Grammatical units: subordinate clauses (appositive, spatial, temporal, manner, causal), journalistic-functional style</p> <p>c) Cultural topics: Croatian daily newspapers and magazines, Marija Jurić Zagorka, current events, synonyms, phrases</p> <p>12. Week 12 (9 hours):</p> <p>a) Topics and vocabulary: art, culture, performing arts, current events, synonyms, phrases</p> <p>b) Grammatical units: subordinate clauses (final, consecutive, concessive, conditional), literary-artistic functional style</p> <p>c) Cultural topics: Croatian cinematography, Miroslav Krleža</p> <p>13. Week 13 (9 hours):</p>
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	a) Topics and vocabulary: Croatia in European context, European Union, current events, synonyms, phrases b) Grammatical units: transitive and intransitive verbs, verbs and their complements, verbs with dative, genitive, locative, instrumental, prefixed verbs, verbal aspect c) Cultural topics: Croatia through history, Croatian regions, and their characteristics 14. Week 14 (9 hours): a) Topics and vocabulary: cultural diversity, multiculturalism and interculturalism, current events, synonyms, phrases b) Grammatical units: prosodic system, stress features of independent words, distribution of stress and post-stress length, stress unit, clitic placement, word order in a sentence c) Cultural topics: Croatian population by nationality and religion, products with origin labeling 15. Week 15 (14 hours): a) Topics and vocabulary: life values, relationships, current events, synonyms, phrases b) Grammatical units: writing abbreviations, writing sentence punctuation c) Cultural topics: hiking in Croatia, Premužić Trail, Mosor Field trip Preparation and presentation of an essay on a pre-assigned topic and preparation for the final written and oral exam.					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	actively and constructively participate in the teaching process participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes specified by the course attend at least 80% of classes (class attendance is not included in the final grade, but it is a prerequisite for taking the exam) behave in accordance with ethical and academic principles in higher education teaching pass the written and oral exam prepare a seminar paper and a field research paper obtain information about missed classes during the lecturer's consultation hours and from other students adhere to the prescribed deadlines for completing course tasks and activities					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Performance will be assessed on the basis of participation and active work in practical classes, active participation in discussions, and successful completion of assigned tasks during classes (10%), a written and presented seminar paper					

	(28,800 characters) (30%), as well as the results of the oral (30%) and written exam (30%). The assessment and grading criteria for individual components are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Korljan Bešlić, J. 2023. S hrvatskim na ti – rukopisna skripta za učenje hrvatskoga kao inoga jezika na naprednoj razini.	0	yes
	Newspaper articles, excerpts from books, scientific papers, regulations, laws (selection)	0	yes
Supplementary literature	Anić, V. Rječnik hrvatskog jezika. Zagreb, Novi liber, 1994. Babić, Moguš. Hrvatski pravopis. Zagreb: Školska knjiga, 2011. Hudeček, L., Mihaljević, M. 2023. Hrvatska školska gramatika. Zagreb: Institut za hrvatski jezik I jezikoslovlje. Matovac, D. 2002. Basic Croatian Grammar. Zagreb, Hrvatska sveučilišna naklada Udier, S. L. 2014. Razgovarajte s nama B2 – C1. Zagreb: FF Press. current newspaper articles, novels by Croatian authors, academic articles, etc. (selected according to the participants' interests)		
Quality assurance	class attendance, participation in class, and success in completing assigned tasks student survey on the quality of teaching and instructors at the university level passed exams and fulfillment of other obligations prescribed by the syllabus individual consultations students' self-assessment of achieved learning outcomes peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lektorske vježbe	a) topics and vocabulary: mother tongue, second language, foreign language, current affairs, synonyms, idioms b) grammar units: revision of declensions and conjugations, verb tenses and moods, verbs in context, verbal aspect c) cultural topics: Croatian scripts, Glagolitic monuments, the first printed books	9	
Week: 2.			
Lektorske vježbe	a) teme i leksik: vršnjačko nasilje, mobbing, aktualnosti, sinonimi, frazemi b) gramatičke jedinice: se-pasiv, glagolski vid, prefigirani glagoli, glagoli u kontekstu c) kulturološke teme: Luka Ritz, Dan ružičastih majica	9	
Week: 3.			
Lektorske vježbe	a) topics and vocabulary: peer violence, mobbing, current affairs, synonyms, idioms b) grammar units: reflexive passive (se-passive), verbal aspect, prefixed verbs, verbs in context c) cultural topics: Luka Ritz, Pink Shirt Day	9	

Week: 4.			
Lektorske vježbe	a) topics and vocabulary: work, applications and contracts, current affairs, synonyms, idioms b) grammar units: sentence adverbs, administrative and business style c) cultural topics: the Constitution of Croatia, separation of powers in Croatia	9	
Week: 5.			
Lektorske vježbe	a) topics and vocabulary: education, theatre in Croatia, current affairs, synonyms, idioms b) grammar units: word order in coordinate compound sentences, scientific functional style c) cultural topics: Croatian Nobel Prize winners Lavoslav Ružička and Vladimir Prelog, Faust Vrančić	9	
Week: 6.			
Lektorske vježbe	a) topics and vocabulary: poetry, storytelling, current affairs, synonyms, idioms b) grammar units: special features of nouns (nouns ending in -lac, -ao, -eo; nouns such as tečaj – tečajevi, građanin – građani; neuter nouns with stem expansion), vocative case of personal names c) cultural topics: Croatian poets and writers, Poetry and Storytelling Day, Croatian storytelling events	9	
Week: 7.			
Lektorske vježbe	a) topics and vocabulary: humor, jokes, current affairs, synonyms, idioms b) grammar units: phonologically conditioned alternations (voicing assimilation, place of articulation assimilation, consonant deletion), colloquial functional style c) cultural topics: Splićka scena, Nik Titanik	9	
Week: 8.			
Lektorske vježbe	a) topics and vocabulary: health and healthy nutrition, current affairs, synonyms, idioms b) grammar units: morphologically and word-formation conditioned alternations (unstable “a”, vowelisation, palatalisation, sibilant alternation, iotation, alternations ije/je/e) c) cultural topics: healthcare system in Croatia, Andrija Štampar, Mediterranean diet Mediterranean diet, current affairs, synonyms, idioms	9	
Week: 9.			
Lektorske vježbe	a) topics and vocabulary: labour market, old and new professions, current affairs, synonyms, idioms b) grammar units: word formation (suffixation, prefixation, prefix-suffix formation, compounding, fusion), nouns denoting male and female persons, diminutives and augmentatives c) cultural topics: popular and unpopular professions in Croatia, feminist movement in Croatia	9	
Week: 10.			
Lektorske vježbe	a) topics and vocabulary: biological diversity, nature conservation, current affairs, synonyms, idioms	9	

	b) grammar units: complex sentences (predicate clauses, subject clauses, object clauses, relative clauses), subordinate clauses classified by their semantic function c) cultural topics: protected plant and animal species in Croatia		
Week: 11.			
Lektorske vježbe	a) topics and vocabulary: journalism, reports, news, current affairs, synonyms, idioms b) grammar units: complex sentences (appositive, place, time, manner, and causal clauses), journalistic and non-fiction functional style c) cultural topics: Croatian daily newspapers and magazines, Marija Jurić Zagorka, current affairs, synonyms, idioms	9	
Week: 12.			
Lektorske vježbe	a) topics and vocabulary: art, culture, performing arts, current affairs, synonyms, idioms b) grammar units: complex sentences (purpose clauses, result clauses, concessive clauses, conditional clauses), literary and artistic functional style c) cultural topics: Croatian cinema, Miroslav Krleža	9	
Week: 13.			
Lektorske vježbe	a) topics and vocabulary: Croatia in the European context, the European Union, current affairs, synonyms, idioms b) grammar units: transitive and intransitive verbs, verbs and their complements, verbs with the dative, verbs with the genitive, verbs with the locative, verbs with the instrumental, prefixed verbs, verbal aspect c) cultural topics: Croatia through history, Croatian regions and their characteristics (regional specificities)	9	
Week: 14.			
Lektorske vježbe	a) topics and vocabulary: cultural diversity, multiculturalism and interculturality, current affairs, synonyms, idioms b) grammar units: prosodic system, stress patterns of independent words, distribution of stress and post-stress length, stress units, placement of clitics, word order in sentences c) cultural topics: population of Croatia by nationality and religion, products with protected designation of origin	9	
Week: 15.			
Lektorske vježbe	a) topics and vocabulary: life values, relationships, current affairs, synonyms, idioms b) grammar units: writing abbreviations, punctuation rules c) cultural topics: hiking in Croatia, Premužić Trail, Mosor fieldwork (outdoor teaching)	14	

Course name	CROATIAN MIDDLE AGES: LANGUAGE AND LITERATURE							
ID	HZH306		Study year		1.			
Lecturer	prof. dr. sc. Katarina Lozić Knezović		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
					30	15	0	0
Course status	Elective		Online percentage		0%			
Course description								
Course aims	The aim of the course is to acquaint students with the initial period of Croatian literacy, which existed in three idioms: Latin, Croatian Church Slavonic and Croatian, and in three scripts: Glagolitic, Cyrillic and Latin, and to acquaint students with the literature in the vernacular. Through written works, students get acquainted with the cultural, political, religious and economic conditions in Croatia, which are the result of centuries of neighborhood and historical events and its political disunity, as a result of geopolitical position. Students are trained for philological analysis of texts in the Church Slavonic language of the Croatian edition written in Glagolitic, understanding of Croatian medieval texts, its ethnological, artistic, cultural and religious tendencies. Students are also introduced to the basics of Croatian Cyrillic (Bosnian).							
Enrolment requirements	Passed course Old Church Slavonic language at the undergraduate level.							
Learning outcomes	Students will be able to: - read and transliterate texts in square Glagolitic - read and transliterate texts in Croatian Cyrillic (Bosnian) - appropriate Croatian philological and literary analysis of medieval texts - recognize and distinguish the mixing of different linguistic elements in Croatian Glagolitic texts - understand the peculiarities and ethnological, artistic, cultural and religious tendencies of the Croatian Middle Ages - apply the acquired knowledge about the specifics of the initial period of Croatian literature and literacy in three languages and three scripts at the crossroads of different cultural influences - study scientific and professional literature applying the acquired knowledge							
Syllabus	1. Trilingualism of the Croatian Middle Ages (L) Introduction to course content and literature (S) 2. Three-script literacy of the Croatian Middle Ages (L) Croatian type of Glagolitic alphabet: characteristics of the alphabet, transliteration principles (S) 3. Glagolitic alphabet in Croatian medieval texts (L) Baška tablet as a linguistic and cultural monument - analysis (S) 4. Croatian Cyrillic in the Croatian Middle Ages (L) Linguistic analysis of the selected text (Povaljska listina) (S) 5. Latin in Croatian medieval texts (L) Linguistic analysis of selected text (Red i zakon) (S) 6. Čakavian- (old) Church Slavonic interference (L) Linguistic analysis of selected Glagolitic text (Klimantović's miscellany) (S) 7. Linguistic and stylistic stratification of Croatian Glagolitic medieval texts (L) Linguistic-Stylistic Analysis of Selected Text (Pjesma nad pjesmama) (S) 8. Language norm in Croatian medieval texts (L) Features of the Croatian Church Slavonic language in the selected text (S) 9. Lingua vernacula in Croatian Glagolitic texts (L) Verification of linguistic analysis of Glagolitic text (S) 10. Literary genera and types in the Croatian Middle Ages (L)							

	Classification of Croatian Medieval Literature (S) 11. Medieval poetry (L) Analysis of selected songs (Šibenska molitva, Svit(lost) se konča) (S) 12. Apocrypha and visions (L) Analysis of selected texts (O prekrasnom Josipu, Dundulova vizija) (S) 13. Mary's Miracles and Saint Legends (L) Analysis of selected texts (Djevojka bez očiju, Život sv. Katarine) (S) 14. Medieval depictions, secular stories and novels (L) Analysis of selected texts (Rumanac trojski, Aleksandrida) (S) 15. Colloquium (L) The analysis of a given literary text (S)					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☐ ☐ ☐ ☐	
Student obligations	The student is obliged to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - present the results of independent work at seminars and work at home - respect the ethical and scientific principles of the higher education institution - pass the written (or colloquium) and oral part of the exam - to be informed about the classes one missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☒
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and the obligations of students in the course, the final grade is based on the following elements: - hourly activity - 10% - passed colloquium, ie. written exam - 45% - passed oral exam - 45% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Damjanović, S. (2002/2004). Slovo iskona. Zagreb: MH. (odabrano poglavlje)			4		
	Fališevac, D. (1980). Hrvatska srednjovjekovna proza. Zagreb: Sveučilišna naklada Liber. (odabrana poglavlja)			0	yes	
	Hercigonja, E. (1994). Tropismena i trojezična kultura hrvatskoga srednjovjekovlja. Zagreb: Matica hrvatska. (odabrana poglavlja)			0	yes	

	Hercigonja, E. (1975). Srednjovjekovna književnost. Povijest hrvatske književnosti 2. Zagreb: Liber – Mladost. (odabrana poglavlja)	2	
	Hrvatska književnost srednjega vijeka (1969). PSHK, knj. 1, prir. V. Štefanić, Zagreb: MH (odabrana poglavlja)	3	
	Malić, D. (2000). Latinički tekstovi hrvatskoga srednjovjekovlja na narodnom jeziku. Srednji vijek i renesansa. Hrvatska i Europa II. Zagreb: ŠK. (odabrano poglavlje)	1	
	Nazor, A. (1963). Jezični kriteriji pri određivanju donje granice crkvenoslavenskog jezika u hrvatskoglagoljskim tekstovima. Slovo, 13, 68–86.	1	yes
	Povijest hrvatskoga jezika. I. knjiga: srednji vijek. Zagreb: Croatica. 2009.	2	yes
	Žagar, M. (1997). Kako je tkan tekst Baščanske ploče. Zagreb: HFD. (odabrana poglavlja)	0	yes
Supplementary literature	<p>As needed:</p> <p>Badurina Stipčević, V., Požar, S., Velčić, F. (ur.) (2015). Hrvatsko glagoljaštvo u europskom okružju. Zagreb: Staroslavenski institut.</p> <p>Damjanović, S. (1984). Tragom jezika hrvatskih glagoljaša. Zagreb: Hrvatsko filološko društvo, Liber.</p> <p>Damjanović, S. i ost. (2004). Mali staroslavensko-hrvatski rječnik. Zagreb: Matica hrvatska.</p> <p>Damjanović, S. (2008). Jezik hrvatskih glagoljaša. Zagreb: Matica hrvatska.</p> <p>Fučić, B. (1971). Najstariji hrvatski glagoljski natpisi. Slovo, 21, 227–254.</p> <p>Fučić, B. (1997). Hrvatski glagoljski i ćirilski natpisi. Rano doba hrvatske kulture. Hrvatska i Europa I. Zagreb: ŠK.</p> <p>Hamm, J. (1963). Hrvatski tip crkvenoslavenskoga jezika. Slovo, 13, 43–67.</p> <p>Hercigonja, E. (2005). Na temeljima hrvatske književne kulture. Filološkomedievističke rasprave. Zagreb: Matica hrvatska.</p> <p>Japundžić, M. (1995). Tragom hrvatskoga glagolizma. Zagreb: Provincijalat franjevac trećoredaca, Kršćanska sadašnjost.</p> <p>Jurić, Š. (1984). Hrvatske inkunabule. Slovo, 34, 81–90.</p> <p>Katičić, R. (1998). Litterarum studia. Zagreb: Matica hrvatska.</p> <p>Kolumbić, N. (1994). Po običaju začínjavac: rasprave o hrvatskoj srednjovjekovnoj književnosti. Split: Književni krug.</p> <p>Lozić Knezović, K.; Galić Kakkonen, G. (2010). Odnos crkvenoslavenskoga jezika i govornoga jezika u hrvatskom srednjovjekovlju. Croatian studies review. Časopis za hrvatske studije, 6, 211–226.</p> <p>Lozić Knezović, K. (2016). O nekim fonološkim i leksičkim osobitostima hrvatskoglagoljskog Zbornika fra Šimuna Klimantovića iz 1512. godine. Radovi Zavoda za hrvatsku povijest, 48, 1, 37–63.</p> <p>Lozić Knezović, K. (2016). O pitanju moravizama u hrvatskom crkvenoslavenskom jeziku na korpusu Klimantovićeve zbornika iz 1512. godine. U Kuštović, T.; Žagar, M. (ur.) Meandrima hrvatskoga glagoljaštva - Zbornik posvećen akademiku Stjepanu Damjanoviću o 70. rođendanu (str. 265–291).</p>		

	<p>Zagreb: Hrvatska sveučilišna naklada.</p> <p>Malić, D. (1972). Jezik najstarije hrvatske pjesmarice. Zagreb: Znanstvena biblioteka Hrvatskog filološkog društva.</p> <p>Malić, D. (1988). Povaljska listina kao jezični spomenik. Zagreb: Znanstvena biblioteka Hrvatskog filološkog društva.</p> <p>Malić, D. (prir.) (2004). Najstariji hrvatski latinički spomenici (do sredine 15. stoljeća). Stari pisci hrvatski, knj. 43. Zagreb: HAZU.</p> <p>Malić, D. (2001). Latinički tekstovi hrvatskoga srednjovjekovlja na narodnom jeziku. U: Hrvatska i Europa – Srednji vijek i renesansa. Svezak II. Zagreb: Školska knjiga.</p> <p>Mihaljević, M. (prir.) (2014). Hrvatski crkvenoslavenski jezik. Zagreb: Hrvatska sveučilišna naklada – Staroslavenski institut.</p> <p>Mihaljević, M.; Reinhart, J. (2005). The Croatian Redaction: Language and literature. Incontri linguistici.</p> <p>Mihaljević, M.; Vince, J. (2012). Jezik hrvatskoglagoljskih pazinskih fragmenata. Zagreb: Hrvatska sveučilišna naklada, Državni arhiv u Pazinu, Staroslavenski institut</p> <p>Nazor, A. (1984). Tiskana glagoljska knjiga od prvotiska Misala 1483. do Brozićeva brevijara 1561. Slovo, 34, 7–16.</p> <p>Štefanić, V. (1971). Determinante hrvatskog glagolizma. Slovo, 21, 13–30.</p> <p>Tandarić, J. L. (1993). Hrvatskoglagoljska liturgijska književnost. Zagreb: Kršćanska sadašnjost.</p> <p>Zelić-Bučan, B. (2000). Bosančica ili hrvatska ćirilica u srednjoj Dalmaciji. Split: Državni arhiv.</p> <p>Radovi Staroslavenskog instituta (1952–).</p> <p>Rječnik crkvenoslavenskoga jezika hrvatske redakcije. Zagreb: Staroslavenski institut.</p> <p>Slovo – časopis Staroslavenskog instituta (1952–).</p> <p>Srednji vijek i renesansa, Hrvatska i Europa II. (2000).</p>
Quality assurance	<ul style="list-style-type: none">- active and regular class attendance- active participation in class discussions- individual consultations- passed colloquium and written and oral exam- student survey on the quality of teaching and teachers at the university level- peer evaluation and reflection- international supervision
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Trojezičnost hrvatskog srednjovjekovlja	2	P1
Seminar	Upoznavanje sa sadržajem kolegija i literaturom	1	P1
Week: 2.			
Predavanja	Tropismenost hrvatskog srednjovjekovlja	2	P1
Seminar	Hrvatski tip glagoljice: osobine pisma, transliteracijska načela	1	P1

Week: 3.			
Predavanja	Glagoljica u hrvatskim srednjovjekovnim tekstovima	2	P1
Seminar	Bašćanska ploča kao jezični i kulturni spomenik – analiza	1	P1
Week: 4.			
Predavanja	Hrvatska ćirilica u hrvatskom srednjovjekovlju	2	P1
Seminar	Jezična analiza odabranoga teksta (Povaljska listina)	1	P1
Week: 5.			
Predavanja	Latinica u hrvatskim srednjovjekovnim tekstovima	2	P1
Seminar	Jezična analiza odabranoga teksta (Red i zakon)	1	P1
Week: 6.			
Predavanja	Čakavsko-(staro)crkvenoslavensko interferiranje	2	P1
Seminar	Jezična analiza odabranoga glagoljskog teksta (Klimantovićev zbornik)	1	P1
Week: 7.			
Predavanja	Jezičnostilska raslojenost hrvatskoglagoljskih srednjovjekovnih tekstova	2	P1
Seminar	Jezičnostilska analiza odabranoga teksta (Pjesma nad pjesmama)	1	P1
Week: 8.			
Predavanja	Jezična norma u hrvatskim srednjovjekovnim tekstovima	2	P1
Seminar	Osobine hrvatskoga crkvenoslavenskog jezika na odabranom tekstu	1	P1
Week: 9.			
Predavanja	Lingua vernacula u hrvatskim glagoljičnim tekstovima	2	P1
Seminar	Provjera jezične analize glagoljskoga teksta	1	P1
Week: 10.			
Predavanja	Književni rodovi i vrste u hrvatskom srednjovjekovlju	2	P1
Seminar	Klasifikacija književnosti hrvatskog srednjovjekovlja	1	P1
Week: 11.			
Predavanja	Srednjovjekovno pjesništvo	2	P1
Seminar	Analiza odabranih pjesama (Šibenska molitva, Svit(lost) se konča)	1	P1
Week: 12.			
Predavanja	Apokrifi i vizije	2	P1
Seminar	Analiza odabranih tekstova (O prekrasnom Josipu, Dundulova vizija)	1	P1
Week: 13.			
Predavanja	Marijini mirakuli i svetačke legende	2	P1
Seminar	Analiza odabranih tekstova (Djevojka bez očiju, Život sv. Katarine)	1	P1
Week: 14.			
Predavanja	Srednjovjekovna prikazanja, svjetovne pripovijesti i romani	2	P1

Seminar	Analiza odabranih tekstova (Rumanac trojski, Aleksandrida)	1	P1
Week: 15.			
Predavanja	Kolokvij	2	P1
Seminar	Provjera analize zadanog književnog teksta	1	P1

Course name	INTERCULTURAL COMMUNICATION							
ID	HZH701		Study year		1.			
Lecturer	prof. dr. sc. Anita Runjić-Stoilova		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
					30	15	0	0
Course status	Elective		Online percentage		0%			
Course description								
Course aims	To be able to communicate with Others, beyond the boundaries. To gather the knowledge on others, and acquire the differences, i.e. different cultural patterns. To understand communication processes in different cultures and in their interaction. To master the skills and acquire knowledge that enhance intercultural competence.							
Enrolment requirements	None.							
Learning outcomes	Students will be able to: - define intercultural communication - identify and analyse similarities and differences between two cultures - recognise non-verbal codes and anticipate their influence on communication - apply cultural variation in interpersonal communication.							
Syllabus	1. Introduction – content and literature. Communication (semiotic aspect). (2L+1S) 2. Communication and culture. Interculturalism and interculturality. (2L+1S) 3. Perception of intercultural communication. (2L+1S) 4. Language and intercultural communication. Ethnography of communication. (2L+1S) 5. Verbal communication: cultural dimension of discourse. (2L+1S) 6. Non-verbal communication and culture. (2L+1S) 7. Sociopragmatics: interlanguage. (2L+1S) 8. Societal pragmatics. Pragmemes. (2L+1S) 9. Intercultural misunderstandings and conflicts. (2L+1S) 10. Polite and impolite communication determined by context, intention and other cultural models. (2L+1S) 11. Language and social networks. (2L+1S) 12. Communication of interculturality: transitions and adaptations. (2L+1S) 13. Perception of cultural identities in intercultural communication. (2L+1S) 14. Hierarchy of languages and cultures: discriminating attitudes. (2L+1S) 15. Ethics, culture and communication: perspectives in global culture. (2L+1S)							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☐ ☐ ☐ ☐			
Student obligations	- class activity (min 80/% attendance at lectures and seminars is required) - seminar paper writing (following the guidelines) and presenting - passed oral exam							
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐		
	Experimental work	☐	Paper	☐	Essay	☐		
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒		
	Written exam	☐	Project	☐	Participation in class	☒		

	☐	☐	☐
	☐		
Assessment and evaluation of student work	The final grade is based on the following elements: 1. writing and presenting a seminar paper – 40% 2. passed oral exam – 60%		
Required literature	Title	Number of copies available	Availability via other media
	Kumbier, D. & Schulz von Thun, F. (ur.). (2009). Interkulturalna komunikacija: metode, modeli, primjeri. Zagreb: Erudita.	1	
	Samovar, L.A., Porter, R.E. (2003). Intercultural Communication: A Reader. Boston, MA: Wadsworth.	1	
	Martin, J.N. & Nakayama, T.K. (2007). Intercultural communication in contexts. Boston: McGraw Hill.	1	
Supplementary literature	Burke, L., Crowley, T. & Girvin, A. (eds.). The Routledge Language and Cultural Theory Reader. New York-London: Routledge. Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon: Multilingual Matters. Cameron, D. (2001). Good to Talk? Living and Working in a Communication Culture. New York: SAGE Publications. Dijk, T.A. van (ed.) (1997). Discourse as Social Interaction. New York: SAGE Publications. Gudykunst, W.B. (ed.) (2003). Cross-Cultural and Intercultural Communication. Thousand Oaks: Sage. Herz, M. & Molnar, P. (eds.). (2012). The Content and Context of Hate Speech: Rethinking Regulation and Responses. Cambridge: Cambridge University Press. Kecskes, I. (2013). Intercultural Pragmatics. Oxford: Oxford University Press. Kramsch, C. (1993). Context and Culture in Language Teaching. Oxford: Oxford University Press. Mesić, M. (2006). Multikulturalizam: društveni i teorijski izazovi. Zagreb: Školska knjiga. Sharifian, F. (ed.) (2015). The Routledge Handbook of Language and Culture. New York-London: Routledge.		
Quality assurance	- class activity - seminar paper writing (following the guidelines) and presenting - individual consultations - oral exam - student questionnaire on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction – content and literature. Communication (semiotic aspect).	2	P17
Seminar	Introduction – content and literature. Communication (semiotic aspect).	1	P17
Week: 2.			

Predavanja	Communication and culture. Interculturalism and interculturality.	2	P17
Seminar	Communication and culture. Interculturalism and interculturality.	1	P17
Week: 3.			
Predavanja	Perception of intercultural communication.	2	P17
Seminar	Perception of intercultural communication.	1	P17
Week: 4.			
Predavanja	Language and intercultural communication. Ethnography of communication.	2	P17
Seminar	Language and intercultural communication. Ethnography of communication.	1	P17
Week: 5.			
Predavanja	Verbal communication: cultural dimension of discourse.	2	P17
Seminar	Verbal communication: cultural dimension of discourse.	1	P17
Week: 6.			
Predavanja	Non-verbal communication and culture.	2	P17
Seminar	Non-verbal communication and culture.	1	P17
Week: 7.			
Predavanja	Sociopragmatics: interlanguage.	2	P17
Seminar	Sociopragmatics: interlanguage.	1	P17
Week: 8.			
Predavanja	Societal pragmatics. Pragmemes.	2	P17
Seminar	Societal pragmatics. Pragmemes.	1	P17
Week: 9.			
Predavanja	Intercultural misunderstandings and conflicts	2	P17
Seminar	Intercultural misunderstandings and conflicts	1	P17
Week: 10.			
Predavanja	Polite and impolite communication determined by context, intention and other cultural models.	2	P17
Seminar	Polite and impolite communication determined by context, intention and other cultural models.	1	P17
Week: 11.			
Predavanja	Language and social networks.	2	P17
Seminar	Language and social networks.	1	P17
Week: 12.			
Predavanja	Communication of interculturality: transitions and adaptations.	2	P17
Predavanja	Communication of interculturality: transitions and adaptations.	1	P17
Week: 13.			
Predavanja	Perception of cultural identities in intercultural communication.	2	P17
Seminar	Perception of cultural identities in intercultural communication.	1	P17
Week: 14.			

Predavanja	Hierarchy of languages and cultures: discriminating attitudes	2	P17
Seminar	Hierarchy of languages and cultures: discriminating attitudes	1	P17
Week: 15.			
Predavanja	Ethics, culture and communication: perspectives in global culture.	2	P17
Seminar	Ethics, culture and communication: perspectives in global culture.	1	P17

Course name		Linguistic and Stylistic Features of Biblical Texts				
ID	HZH820	Study year	1.			
Lecturer	izv. prof. dr. sc. Tanja Brešan Ančić	ECTS workload	3.0			
Associates		Number of hours	L	S	E	P
			30	15	0	0
Course status	Elective	Online percentage	0%			
Course description						
Course aims	The aim of the course is to introduce students to the characteristics of the Bible and biblical style, as well as to the translation versions of the Bible in the Croatian language. The aim is to point out how and to what extent biblical texts differ from each other at the level of lexis, syntax and discourse, and how the diversity of language choices can result in differences at the semantic level.					
Enrolment requirements	No requirements.					
Learning outcomes	Upon the ending students will be able to: - apply knowledge of Croatian biblical texts and biblical style in teaching language and literature - explain the basic features of different translations of the Bible into Croatian - analyze the lexical diversity, lexical density, and syntactic complexity of a text - interpret a text taking into account the fact that linguistic choices affect meaning.					
Syllabus	1. The Bible as the foundation of cultural, religious and linguistic identity. The presence of elements of oral tradition and fairy tales in the Old Testament books. 2. Biblical style. Unmarked and marked in the language. 3. The Bible and Croatian translations. Templates for Croatian Bible translations. 4. Errors in translations. Advantages and disadvantages of different translations. 5. Synonyms (synonyms and synonyms). Text analysis: Do you love me: You know that I love you. 6. Linguistic and thematic specificities of the New Testament. Determining the basic features of New Testament texts. 7. Lexical level of the text. Analysis of lexical diversity and density in biblical texts. 8. Syntactic level of the text. Analysis of types of word and sentence combinations in biblical texts. 9. Diversity of case roles. The presence of case roles in biblical texts. 10. The synoptic question. Attempts to answer the synoptic question through linguistic analysis. 11. The biblical canon. The amount of word types in the canonical gospels. 12. The synoptic gospels. Linguistic analysis of biblical texts. 13. Common events in the texts of the four gospels. Linguistic analysis of biblical texts. 14. Common items within events in the texts of the four gospels. Linguistic analysis of biblical texts. 15. Conclusions based on lexical, syntactic and semantic analyses of biblical texts. The possibility of applying knowledge about biblical texts in teaching (synthesis).					
Teaching types	☒ Lectures		☐ Fieldwork		☐	

	☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐			
Student obligations	Students are required to: – actively participate in the teaching process (be present at least 80% of lectures and seminars, complete major or minor tasks that include: preparing and presenting a seminar paper, analyzing biblical passages independently or in pairs, reading the literature provided for the course, and critically commenting on what is read in class) – behave in accordance with ethical and scientific principles in higher education teaching.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the learning outcomes and student obligations in the course, the exam grade is based on the following elements: - class activity – 50% - seminar paper – 35% - seminar presentation – 15% Depending on the needs of the students, it is possible to organize an oral exam.					
Required literature	Title			Number of copies available	Availability via other media	
	Babić, N. (2018) Hrvatski prijevodi Novoga zavjeta od 20. stoljeća. Zagreb: Kršćanska sadašnjost.			0		
	Jelaska, Z.; Novak Milić J. (2012) Biblija kao jezikoslovna građa – gramatička i značenjska obilježja. Lahor: časopis za hrvatski kao materinski, drugi i strani jezik, 13. Zagreb: Hrvatsko filološko društvo, Filozofski fakultet Sveučilišta u Zagrebu, 1–16.			0	da	
	Pranjković, I. (2006) Hrvatski jezik i biblijski stil. U: Bagić, K., ur. Raslojavanje jezika i književnosti: zbornik radova 35. seminara Zagrebačke slavističke škole. Zagreb: FF press, Filozofski fakultet Sveučilišta u Zagrebu, 23–32.			0		
	Slavić, D. (2016) Biblija kao književnost. Zagreb: Školska knjiga.			0		
	Silić J.; Pranjković I. (2007) Gramatika hrvatskoga jezika za gimnazije i visoka učilišta. Zagreb: Školska knjiga.			3		
Supplementary literature	1. Abakuks, A. (2015) The Synoptic Problem and Statistics. Boca Raton, SAD: CRC Press. 2. Bagić, K. (2012) Rječnik stilskih figura. Zagreb: Školska knjiga. 3. Babić, N.; Kekelj, M. (2012) Dvojbe i dvojnosti u razvrstavanju biblijske leksičke građe. Lahor: časopis za hrvatski kao materinski, drugi i strani jezik, 13.					

	Zagreb: Hrvatsko filološko društvo, Filozofski fakultet Sveučilišta u Zagrebu, 17–34. 4. Baričević, V.; Kekelj, M. (2009) Udio vrsta riječi u tekstu na primjeru Lukina i Ivanova evanđelja. Lahor: časopis za hrvatski kao materinski, drugi i strani jezik, 8. Zagreb: Hrvatsko filološko društvo, Filozofski fakultet Sveučilišta u Zagrebu, 170–182. 5. Botica, S. (2011) Biblija i hrvatska tradicijska kultura. Zagreb: Školska knjiga. 6. Bratulić, J. (2010) Jezik hrvatske književnosti i Biblija. U: Vugdelija, M. (ur.) Biblija – knjiga Mediterana par excellence, zbornik radova s međunarodnoga znanstvenoga skupa u Splitu. Split: Književni krug, 609–615. 7. Brdar, M. (2015) Kognitivna gramatika i hrvatske imenske sintagme. Fluminensia, 27/1. Rijeka: Filozofski fakultet Sveučilišta u Rijeci, 228–231. 8. Jelaska, Z. (2008) Ljubiš li me? Ti znaš da te volim. O bliskoznačnicama i raznorječju. U: Mirković, S. (ur.) Babićev zbornik o 80. obljetnici života. Slavonski Brod: Ogranak Matice hrvatske, 125–170. 9. Jelaska, Z.; Baričević V. (2012) Leksička jednostavnost i značenjska složenost Ivanova evanđelja. Lahor: časopis za hrvatski kao materinski, drugi i strani jezik, 13. Zagreb: Hrvatsko filološko društvo, Filozofski fakultet Sveučilišta u Zagrebu, 102–137. 10. Marks, Lj. (2017) Kad se nebo otvori: biblijske i parabiblijske priče u usmenim predajama. Croatica: časopis za hrvatski jezik, književnost i kulturu, 41/61. Zagreb: FF-press Filozofskog fakulteta u Zagrebu, 339–356.		
Quality assurance	- active and regular class attendance - active participation in the teaching process - individual consultations - student survey on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	The Bible as the foundation of cultural, religious and linguistic identity	2	
Seminar	The presence of elements of oral tradition and fairy tales in the Old Testament books	1	
Week: 2.			
Predavanja	Biblical style	2	
Seminar	Unmarked and marked in the language.	1	
Week: 3.			
Predavanja	The Bible and Croatian translations	2	
Seminar	Templates for Croatian Bible translations	1	
Week: 4.			
Predavanja	Errors in translations	2	
Seminar	Advantages and disadvantages of different translations.	1	
Week: 5.			
Predavanja	Synonyms	2	
Seminar	Text analysis: "Do you love me? You know that I love you."	1	
Week: 6.			

Predavanja	Linguistic and thematic specificities of the New Testament	2	
Seminar	Determining the basic features of New Testament texts	1	
Week: 7.			
Predavanja	Lexical level of the text	2	
Predavanja	Analysis of lexical diversity and density in biblical texts	1	
Week: 8.			
Predavanja	Syntactic level of the text	2	
Seminar	Analysis of types of word and sentence combinations in biblical texts	1	
Week: 9.			
Predavanja	Diversity of case roles	2	
Seminar	The presence of case roles in biblical texts	1	
Week: 10.			
Predavanja	The synoptic question	2	
Seminar	Attempts to answer the synoptic question through linguistic analysis	1	
Week: 11.			
Predavanja	The biblical canon	2	
Seminar	The amount of word types in the canonical gospels	1	
Week: 12.			
Predavanja	The synoptic gospels	2	
Seminar	Linguistic analysis of biblical texts	1	
Week: 13.			
Predavanja	Common events in the texts of the four gospels	2	
Seminar	Linguistic analysis of biblical texts	1	
Week: 14.			
Predavanja	Common items within events in the texts of the four gospels	2	
Seminar	Linguistic analysis of biblical texts	1	
Week: 15.			
Predavanja	Conclusions based on lexical, syntactic and semantic analyses of biblical texts	2	
Seminar	The possibility of applying knowledge about biblical texts in teaching (synthesis)	1	

Course name		The Case System of Standard Croatian in Teaching				
ID	HZH205	Study year	1.			
Lecturer	izv. prof. dr. sc. Tanja Brešan Ančić	ECTS workload	3.0			
Associates		Number of hours	L	S	E	P
			30	15	0	0
Course status	Elective	Online percentage	0%			
Course description						
Course aims	The goal of this course is to enable students to acquire theoretical knowledge regarding the case system, as well as the function and usage of grammatical cases. Furthermore, the course aims to develop the skills necessary for identifying and correcting errors in various texts, as well as for designing original teaching activities that facilitate the learning of grammatical cases at all educational levels. The course also seeks to encourage independent student research that bridges the theoretical foundation (linguistic norms) with functional classroom activities, fosters the development of original teaching materials and methods, and deepens the students' own understanding of grammatical cases in the Croatian language.					
Enrolment requirements	no conditins					
Learning outcomes	Upon completion of this course, students will be able to: - master the fundamentals of the case system - navigate recent professional and scholarly literature - develop linguistic, proofreading, and teaching competencies - impart knowledge regarding parts of speech and word forms					
Syllabus	Week 1: Introductory lecture, literature review, and an overview of research on the case system of the Croatian standard language Introduction, assignment of seminar topics Week 2: The case system of the Croatian standard language; general characteristics Student seminar, discussion on the assigned topic Week 3: The relationship between surface and deep cases; an overview of various theoretical approaches Student seminar, discussion on the assigned topic Week 4: An overview of case systems in world and Slavic languages. Specific features of the Croatian case system in relation to other Slavic languages Student seminar, discussion on the assigned topic Week 5: A historical overview of the case system of the Croatian language Student seminar, discussion on the assigned topic Week 6: Declension of nouns, types of declensions Student seminar, discussion on the assigned topic Week 7: Declension of adjectives, pronouns, and numerals; types of declensions Student seminar, discussion on the assigned topic Week 8: Declension of foreign words and proper names. The Influence of Foreign Languages on the Case System of the Croatian Standard Language Student seminar, discussion on the assigned topic Week 9: Syntax of Cases: Nominative, syntactic role of the nominative, Vocative Student seminar, discussion on the assigned topic Week 10: Syntax of Cases: Genitive, syntactic roles of the genitive, types of genitives without prepositions Student seminar, discussion on the assigned topic Week 11: Syntax of Cases: Dative, syntactic role of the dative, non-terminal directionality, relationship between the dative and the accusative Student seminar, discussion on the assigned topic					

	Week 12: Syntax of Cases: Accusative, syntactic role of the accusative, verb transitivity, objects with and without prepositions Student seminar, discussion on the assigned topic Week 13: Syntax of Cases: Locative, spatial meaning of the locative Student seminar, discussion on the assigned topic Week 14: Syntax of Cases: Instrumental, syntactic role of the instrumental Student seminar, discussion on the assigned topic Week 15: Conclusion and review					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	-- participate actively, regularly, and constructively in the course - note: students are required to attend at least 80% of the lectures and 80% of the seminars - adhere to the ethical and academic principles of the higher education institution - write and present a seminar paper - pass the oral part of the exam - obtain information about any missed classes from other students or through consultations with the professor - comply with the timeframes required for completing course-related activities					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations for the course, the final grade is based on the following elements: - written and presented seminar paper – 25% - successfully passed oral exam – 75% The evaluation and grading criteria for each element are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Babić, S., Brozović, D., i dr. (2007) Glasovi i oblici hrvatskoga književnoga jezika. Zagreb: Nakladni zavod Globus.			1		
	Barić, E., Lončarić, M. i dr. (2003) Hrvatska gramatika. Zagreb: Školska knjiga.			2		
	Marković, I. (2012). Uvod u jezičnu morfologiju. Zagreb: Disput. (poglavlja: 3. – fleksija i derivacija, 6. – imenica, 7. – pridjev, 8. – zamjenica)			1		
	Silić, J., Pranjković, I. (2005) Gramatika hrvatskoga jezika. Zagreb: Školska knjiga.			1		

Supplementary literature	Babić, S. (2006). Zatvorenost i- sklonidbe u hrvatskome književnome jeziku. Suvremena lingvistika br. 62. Bjedov, V. (2009). Prihvaćenost novoga poretka poučavanja padeža. Lahor: časopis za hrvatski kao materinski, drugi i strani jezik. 1/7. 24–58. Jakobson, R. (2008). O jeziku. Zagreb: Disput. (dio: Doprinos općoj teoriji padeža) Marković, I. (2007). Do kosti: imenice hrvatske i sklonidbe. Lahor br. 3. Peti, M. (1997-1998). Kojoj skupini imenskih riječi pripadaju pluralia tantum. Rasprave Instituta za jezik i jezikoslovlje br. 23-24. Pišković, T. (2009). Dvorodne imenice u hrvatskome standardnom jeziku. Hrvatski Kupido (Zbornik radova znanstvenog skupa s međunarodnim sudjelovanjem, Budimpešta, 6. Ožujka 2008). Pranjeković, I. (2002). Hrvatska skladnja. Zagreb: Hrvatska sveučilišna naklada. (odabir poglavlja: Nomina collectiva ili Spojidbena svojstva imenskih riječi) Stanić, M. (1949). Tipovi imeničkih deklinacija našeg jezika. Rad JAZU 278.		
Quality assurance	<ul style="list-style-type: none">- active and regular attendance- active participation in class discussions- individual consultations- passing the oral exam- student survey on the quality of teaching and instructors at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introductory lectures, literature review, and overview of research on the case system of the Croatian standard language	2	P21
Seminar	Introduction, division of seminar topics	1	P21
Week: 2.			
Predavanja	The case system of the Croatian standard language; general characteristics	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 3.			
Predavanja	Relationship between surface and deep cases; overview of different theoretical approaches	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 4.			
Predavanja	An overview of case systems in the world's languages and in Slavic languages. Specific features of the Croatian case system in relation to other Slavic languages.	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 5.			
Predavanja	A Historical Overview of the Case System of the Croatian Language	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 6.			
Predavanja	Declension of nouns, types of declension	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 7.			

Predavanja	Declension of adjectives, pronouns, and numerals; types of declension	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 8.			
Predavanja	Declension of foreign words and names. The influence of foreign languages on the case system of the standard Croatian language.	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 9.			
Predavanja	Case Syntax: Nominative, the syntactic role of the nominative, Vocative	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 10.			
Predavanja	Case Syntax: The Genitive, syntactic roles of the genitive, types of genitive without prepositions Student seminar, discussion on a given topic	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 11.			
Predavanja	Case syntax: The dative, the syntactic role of the dative, non-delimited directionality, the relationship between the dative and the accusative	2	
Predavanja	Student seminar, discussion on a given topic	1	
Week: 12.			
Predavanja	Case syntax: Accusative, syntactic role of accusative, transitivity of verbs, prepositional and prepositional object	2	
Predavanja	Student seminar, discussion on a given topic	1	
Week: 13.			
Predavanja	Case syntax: Locative, spatial meaning of locative	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 14.			
Predavanja	Case syntax: Instrumental, syntactic role of instrumental	2	
Seminar	Student seminar, discussion on a given topic	1	
Week: 15.			
Predavanja	Conclusion and Review	2	
Seminar	Conclusion and Review	1	

Course name	Historical tales							
ID	HZH204		Study year		1.			
Lecturer	doc. dr. sc. Nikola Sunara		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
30					15	0	0	
Course status	Elective		Online percentage		0%			
Course description								
Course aims	The aim of the course is to familiarize students with the educational and formative significance of historical tales, which have often served as inspiration for authors of written literature, as well as with their aesthetic, existential, and other values. Furthermore, the course aims to equip students to evaluate the position and importance of historical tales within the Slavic, European, and global context, as well as etiological tales and legends that emerged on a historical level. Finally, the course also aims to highlight the interrelationship between historical tales and history, as well as the importance of historical tales in preserving national identity.							
Enrolment requirements	No prerequisites.							
Learning outcomes	Upon completion of the course, students will be able to: - Collect and document historical tales, as well as etiological tales that originated on a historical level, through fieldwork. - Study professional and scholarly literature. - Understand the relationship between historical tales and history. - Understand the relationship between historical and mythological tales, as well as between historical tales and legends. - Recognize the aesthetic and general value of historical tales. - Use methods of analysis and synthesis to form their own views on historical tales. - Use the comparative method to form their own views on historical tales within the context of European and world tales and legends. - Analyze historical tales in works of written literature. - Discuss the general significance of historical tales. - Develop the ability to narrate historical and etiological tales and legends to tourists.							
Syllabus	1st week: Introduction. Defining oral tales. Genres of oral tales (chronicles, fabulates, memorates). 2nd week: Illyrian themes in contemporary folk storytelling (King Agron, Queen Teuta, the Illyrian–Roman Wars). 3rd week: Emperor Diocletian, his wife Alexandra, and daughter Valeria. 4th week: Greek and Roman themes in Croatian historical tales. 5th and 6th week: Early Croatian themes in historical tales (the arrival of the Croats in present-day regions, Tuga, Buga, the wise victory of the people of Brač over the Saracens, etc.). 7th week: Medieval historical tales (Constantine VII Porphyrogenitus, the Priest of Duklja, etc.). 8th and 9th week: Rulers of native blood. The death of King Dmitar Zvonimir. Discord among Croatian rulers. 10th and 11th week: The shameful fall of the Bosnian Kingdom and the Ottoman conquest of Croatia. Queen Katarina. The Ottoman occupation of Bosnia and Herzegovina and Croatia. 12th and 13th week: Hajduks and Uskoks. 14th and 15th week: Legendary liberations of Croatia.							
Teaching types	☒ Lectures ☒ Seminars		☒ Fieldwork ☐ Independent work		☐ ☐			

	☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐	
Student obligations	1. Attendance at lectures and seminars Note: - Attendance is not included in the final grade, but it is a prerequisite for taking the exam. - Minimum attendance requirement: 80% for lectures and 80% for seminars. 2. Obtain information about missed classes during the lecturer's office hours and from fellow students. 3. Prepare and present a seminar paper. 4. Pass the oral examination. 5. Adhere to the ethical and academic principles of the higher education institution. 6. Comply with the timeframes required for completing course activities.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	1. Class participation and involvement in discussions during lectures and seminars – 10% 2. Prepared and presented seminar paper – 40% 3. Oral examination – 50% (The assessment and grading criteria for individual components are described in the course repository.)					
Required literature	Title			Number of copies available	Availability via other media	
	Dragić, M. (2008). Poetika i povijest hrvatske usmene književnosti. Fakultetski udžbenik. Split Filozofski fakultet Sveučilišta u Splitu. (Poglavlja o predajama i legendama)				Da	
	Dragić, M. (2018). Hrvatske povijesne i etnološke predaje o ilirskoj kraljici Teuti, Nova prisutnost: časopis za intelektualna i duhovna pitanja, XIII (2), Zagreb: Kršćanski akademski krug (KRAK). 279-296.				Da	
	Dragić, M. (2012). Danak u krvi u romanu „Na Drini ćuprija“ i u suvremenom pripovijedanju. HUM br. 8, Mostar. 123.-140. Dragić, M. (2011). Starohrvatske povijesne teme u suvremenom narodnome pripovijedanju. Zbornik radova Filozofskoga fakulteta u Splitu, br, 2/3, Split. 21.-44.				Da	
	Dragić, M. (2011). Zbilja o hrvatskom kralju Dmitru Zvonimiru u poeziji Vladimira Nazora. Croatian Studies Review, 7, Macquarie University Sydney, Australia, Faculty of				Da	

	Philosophy University of Split, Croatia, Waterloo University, Canada. 61.-88.		
	Dragić, M. (2011). Etiologija izreke „Šaptom Bosna poginu“. Školski vjesnik, časopis za pedagoška i školska pitanja, 60 (3)., Split. 361.-382		Da
	Botica, S. (1995). Hrvatska usmenoknjiževna čitanka. Zagreb: Školska knjiga. (Poglavlja o predajama i legendama)	5	
Supplementary literature	Dragić, M. (2011). Harač i drugi zločini u Mažuranićevom spjehu „Smrt Smail-age Čengića“ i suvremenom narodnome pripovijedanju, Zbornik: Ivan Mažuranić (1814-1890) i Crna Gora, HCDP "Croatica - Montenegrina" RH & CKD "Montenegro - Montenergina" u Osijeku & Institut za crnogorski jezik i jezikoslovlje "Vojislav P. Nikčević" - Cetinje, Cetinje – Osijek. 379.-411. Dragić, M. (2007). Ilirske teme u suvremenom narodnome pripovijedanju. U: "Osmišljavanja" Zbornik u čast 80. rođendana akademika Miroslava Šicela, Vinko Brešić (ur.). Zagreb: Sveučilište u Zagrebu Filozofski fakultet, FF-PRESS. 153.-171. Dragić, M. (2005). Hrvatska usmena književnost Bosne i Hercegovine, proza, drama i mikrostrukture. Sarajevo: Matica hrvatska u Sarajevu, HKD Napredak Sarajevo. (Poglavlja o predajama i legendama.) Milas, M.; Mimica, I. (ur.). (2005). Hajduk Andrija Šimić i njegovo doba. Split: Logos-tours. 65. -92. Dragić, M. (2001.). Od Kozigrada do Zvonigrada. Baška Voda-Mostar-Zagreb: Mala nakladna kuća Sveti Jure i ZIRAL. Dragić, M. (1999). Deset kamenih mačeva (hrvatske predaje i legende iz Bosne i Hercegovine I.). Baška Voda: Mala nakladna kuća Sveti Jure. Biti, V. (1981.). Bajka i predaja, Povijest i pripovijedanje. Zagreb: Liber. Film „Liganje“ https://www.youtube.com/watch?v=HZeGYgLM9es		
Quality assurance	<ul style="list-style-type: none">- Attendance, class participation, and successful completion of assignments.- Student evaluation survey on the quality of teaching and instructors at the university level.- Passed examination and fulfillment of other obligations prescribed by the syllabus.- Individual consultations.- Students' self-assessment of achieved learning outcomes.- Collaborative evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction. Defining oral tales. Genres of oral tales (chronicles, fabulates, memorates).	2	
Seminar	Introduction. Defining oral tales. Genres of oral tales (chronicles, fabulates, memorates).	1	
Week: 2.			
Predavanja	Illyrian themes in contemporary folk storytelling (King Agron, Queen Teuta, the Illyrian–Roman Wars).	2	
Seminar	Illyrian themes in contemporary folk storytelling (King Agron, Queen Teuta, the Illyrian–Roman Wars).	1	

Week: 3.			
Predavanja	Emperor Diocletian, his wife Alexandra, and daughter Valeria.	2	
Seminar	Emperor Diocletian, his wife Alexandra, and daughter Valeria.	1	
Week: 4.			
Predavanja	Greek and Roman themes in Croatian historical tales.	2	
Seminar	Greek and Roman themes in Croatian historical tales.	1	
Week: 5.			
Predavanja	Early Croatian themes in historical tales (the arrival of the Croats in present-day regions, Tuga, Buga, the wise victory of the people of Brač over the Saracens, etc.).	2	
Seminar	Early Croatian themes in historical tales (the arrival of the Croats in present-day regions, Tuga, Buga, the wise victory of the people of Brač over the Saracens, etc.).	1	
Week: 6.			
Predavanja	Early Croatian themes in historical tales (the arrival of the Croats in present-day regions, Tuga, Buga, the wise victory of the people of Brač over the Saracens, etc.).	2	
Seminar	Early Croatian themes in historical tales (the arrival of the Croats in present-day regions, Tuga, Buga, the wise victory of the people of Brač over the Saracens, etc.).	1	
Week: 7.			
Predavanja	Medieval historical tales (Constantine VII Porphyrogenitus, the Priest of Duklja, etc.).	2	
Seminar	Medieval historical tales (Constantine VII Porphyrogenitus, the Priest of Duklja, etc.).	1	
Week: 8.			
Predavanja	Rulers of native blood. The death of King Dmitar Zvonimir. Discord among Croatian rulers.	2	
Seminar	Rulers of native blood. The death of King Dmitar Zvonimir. Discord among Croatian rulers.	1	
Week: 9.			
Predavanja	Rulers of native blood. The death of King Dmitar Zvonimir. Discord among Croatian rulers.	2	
Seminar	Rulers of native blood. The death of King Dmitar Zvonimir. Discord among Croatian rulers.	1	
Week: 10.			
Predavanja	The shameful fall of the Bosnian Kingdom and the Ottoman conquest of Croatia. Queen Katarina. The Ottoman occupation of Bosnia and Herzegovina and Croatia.	2	
Seminar	The shameful fall of the Bosnian Kingdom and the Ottoman conquest of Croatia. Queen Katarina. The Ottoman occupation of Bosnia and Herzegovina and Croatia.	1	
Week: 11.			
Predavanja	The shameful fall of the Bosnian Kingdom and the Ottoman conquest of Croatia. Queen Katarina. The	2	

	Ottoman occupation of Bosnia and Herzegovina and Croatia.		
Seminar	The shameful fall of the Bosnian Kingdom and the Ottoman conquest of Croatia. Queen Katarina. The Ottoman occupation of Bosnia and Herzegovina and Croatia.	1	
Week: 12.			
Predavanja	Hajduks and Uskoks.	2	
Seminar	Hajduks and Uskoks.	1	
Week: 13.			
Predavanja	Hajduks and Uskoks.	2	
Seminar	Hajduks and Uskoks.	1	
Week: 14.			
Predavanja	Legendary liberations of Croatia.	2	
Seminar	Legendary liberations of Croatia.	1	
Week: 15.			
Predavanja	Legendary liberations of Croatia.	2	
Seminar	Legendary liberations of Croatia.	1	

Course name	Examples from Dramatic Literature						
ID	HZH504	Study year	1.				
Lecturer	izv. prof. dr. sc. Gordana Galić Kakkonen	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	Course objectives are to get acquainted with the history of Croatian drama and theater - in the context of events in European theater - from the Middle Ages to the end of the twentieth century. Analysis of ten selected plays from Marin Držić to Mate Matišić.						
Enrolment requirements	None.						
Learning outcomes	Upon completion of this course, student will be able to: - master textual material and general and special literature that includes issues of the history of Croatian drama and theater - master relationship between theater and society in each period - Student will be able to distinguish plays and their interpretation on the stage - A detailed insight into Croatian dramatic literature and its role in the (stage) life of the treated period will be gained. - Intertextual readings of example plays will enable student to independently analyze plays and understands relationship between them						
Syllabus	Week 1: Croatian drama of the medieval period. Week 2: Drama and theatre in the time of Marin Držić. Week 3: Drama and theatre in the time of Marin Držić. Week 4: The Baroque in Croatian drama – Smješnice, Ivan Gundulić. Week 5: The Baroque in Croatian drama – Smješnice, Ivan Gundulić. Week 6: Drama and theatre of the 18th century – Frančezarije, Kanavelić, Stulić. Week 7: Drama of the 19th century up to the Modern period – Brezovački, Demeter. Week 8: Towards modern theatre – the Modern period. Week 9: Drama from Vojnović to Krleža. Week 10: Krleža's dramatic work – from Legende to Aretej. Week 11: Milan Begović – woman as the protagonist of drama. Week 12: Drama under totalitarian regimes 1941–1990. Brešan, Matković, Ivanišević. Week 13: Drama after Croatian independence. Week 14: From dialogue to monologue – Matišić, Sajko, Šovagović, Gavran. Week 15: Concluding lecture.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations	Class attendance and active participation in discussions. (minimum per student attendance of Course 80%). Students are also required to respect the ethical and scientific principles of the higher education institution, write a seminar and pass the oral part of the exam. Attendance to at least two professional theatre performances. Students who missed a class is obliged to get information about classes he missed from other students or in consultation with the professor.						

Syllabus	
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Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the course. Drama as a literary genre. The history of dramatic literature. Aristotle's Poetics.	2	
Seminar	Topics for seminar papers, guidelines for work.	1	
Week: 2.			
Predavanja	Croatian medieval drama	2	
Seminar	Liturgical drama; religious plays – examples	1	
Week: 3.			
Predavanja	Drama and theatre in the time of Marin Držić	2	
Seminar	Držić's plays: Dundo Maroje	1	
Week: 4.			
Predavanja	Drama and theatre in the time of Marin Držić	2	
Seminar	Selected plays by Croatian Renaissance writers – analysis	1	
Week: 5.			
Predavanja	The Baroque in Croatian drama	2	
Seminar	Ivan Gundulić: Dubravka	1	
Week: 6.			
Predavanja	The Baroque in Croatian drama	2	
Seminar	Ljubovnici - analysis	1	
Week: 7.			
Predavanja	Drama and theatre of the 18th century: Frančezarije, Kanavelić, Stulić	2	
Seminar	Vlaho Stulli: Kate Kapuralica	1	
Week: 8.			
Predavanja	Drama of the 19th century up to the Modern period: Brezovački, Demeter	2	
Seminar	Dimitrije Demeter: Teuta	1	
Week: 9.			
Predavanja	Towards modern theatre – the Modern period	2	
Seminar	Drama od Vojnovića do Krlježe - selected plays	1	
Week: 10.			
Predavanja	Krlježa's dramatic work – from Legende to Aretej	2	
Seminar	Miroslav Krlježa: Kraljevo	1	
Week: 11.			
Predavanja	Milan Begović – woman as the protagonist of drama	2	
Seminar	Milan Begović: Pustolov pred vratima	1	
Week: 12.			
Predavanja	Drama under totalitarian regimes 1941–1990. Brešan, Matković, Ivanišević	2	
Seminar	Ranko Marinković: Glorija Ivo Brešan: Predstava Hamleta u selu Mrduša donja	1	
Week: 13.			
Predavanja	Drama since Croatian independence	2	
Seminar	Miro Gavran: Kreontova Antigona	1	

Week: 14.			
Predavanja	From dialogue to monologue	2	
Seminar	Ivana Sajko: Žena bomba Mate Matišić: Posmrtna trilogija	1	
Week: 15.			
Predavanja	Concluding lecture	2	
Seminar	Exam preparation	1	

Course name	SEMANTICS AND PRAGMATICS							
ID	HZH700		Study year		1.			
Lecturer	prof. dr. sc. Anita Runjić-Stoilova		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
					30	15	0	0
Course status	Elective		Online percentage		0%			
Course description								
Course aims	To present the students with theoretical and methodological knowledge of semantics and semantic description. To become aware of the fact that semantics deals with the meaning of signs, and pragmatics with the relationship between the signs and the speaker. To learn that pragmatics sees each use of signs as an action, which means that the basis of a linguistic description should be the true frame of the linguistic action, i.e. intentionality.							
Enrolment requirements	None.							
Learning outcomes	Students will be able to: - explain the basic concepts of linguistic semantics and pragmatics - interpret different pragmatic theories - develop and present their pragmatic skills - apply basic tools and skills in semantic research and pragmatic practice.							
Syllabus	1. Introduction – content and literature. Semantics and semiology. Semantics vs. pragmatics. 2. Linguistic semantics and non-linguistic semantics. 3. Definitions and types of meaning. 4. Meaning and sense. Difference in meaning (semantic and pragmatic). 5. Semantics of a word. Semantic analysis: prototype theory and componential analysis. 6. Semantics of a sentence. Relationship between semantics and syntax. 7. Pragmatic theories (speech act theory, Grice and conversational implicatures). 8. Contemporary pragmatic (Sperber & Wilson's relevance theory; sociocognitive approach). 9. Metapragmatics. Pragmatic meaning, semantic-pragmatic interface, content and context. 10. Implicit and explicit verbal communication. 11. Verbal communication: implicatures (neo-Gricean approach) and explicatures. 12. Semantics and pragmatics of discourse markers. 13. Speech acts: conventionality and intentionality. 14. Communication and pragmatic competence. 15. Semantics and pragmatics: perspectives.							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐			
Student obligations	- class activity (min 80/% attendance at lectures and seminars is required) - seminar paper writing (following the guidelines) and presenting - passed oral exam							
	Class attendance	☒	Research	☐	Practical work	☐		

Monitoring student work	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	The final grade is based on the following elements: 1. writing and presenting a seminar paper – 40% 2. passed oral exam – 60%.					
Required literature	Title				Number of copies available	Availability via other media
	Austin, J. L. (2014). Kako djelovati riječima. Zagreb: Disput.				1	
	Berruto, G. (1994). Semantika. Zagreb: Izdanja Antibarbarus.				1	
	Granić, J. (ur.) (2005). Semantika prirodnog jezika i metajezik semantike. Zagreb-Split: HDPL.				5	
	Jaszczolt, K. M. (2002). Semantics and Pragmatics: Meaning in Language and Discourse. London: Routledge.				1	
	Yule, G. (1996). Pragmatics. Oxford: Oxford University Press.				1	
Supplementary literature	Allan, K. (2001). Natural Language Semantics. Oxford-Malden: Blackwell. Azzouni, J. (2013). Semantic Perception: How the Illusion of a Common Language Arises and Persists. Oxford: Oxford University Press. Blakemore, D. (2004). Relevance and Linguistic Meaning: The Semantics and Pragmatics of Discourse Makers. Cambridge: Cambridge University Press. Cameron, D. (2001). Good to Talk? Living and Working in a Communication Culture. New York. SAGE Publications. Dijk, T. A. van (ed.) (1997). Discourse as Social Interaction. New York: SAGE Publications. Fairclough, N. (2010). Critical Discourse Analysis: The Critical Study of Language: London: Longman. Grundy, P. (2000). Doing Pragmatics. London: Arnold. Huang, J. (2017). The Oxford Handbook of Pragmatics. Oxford: Oxford University Press. Ivanetić, N. (2003). Uporabni tekstovi. Zagreb: FFpress. Jackendoff, R. (2016). Praktični vodič kroz mišljenje i značenje. Zagreb: Institut za hrvatski jezik i jezikoslovlje. Kecskes, I. (2013). Intercultural Pragmatics. Oxford: Oxford University Press. Lakoff, G. & Johnson, M. (2015). Metafore koje život znače. Zagreb: Disput. Lyons, J. (1996). Linguistic Semantics: An Introduction. Cambridge: Cambridge University Press. Levinson, S.L. (1983). Pragmatics. Cambridge: Cambridge University Press. Mey, J. L (2007). Pragmatics: An Introduction. Oxford: Blackwell Publishing. Noth, W. (2004). Priručnik semiotike. Zagreb: Ceres.					
	Pintarić, N. (2002). Pragmemi u komunikaciji. Zagreb: FF press. Raffaelli, I. (2015). O značenju: Uvod u semantiku. Zagreb: Matica hrvatska. Raffaelli, I. (2009). Značenje kroz vrijeme: poglavlja iz dijakronijske semantike. Zagreb: Disput. Rühlemann, Ch. (2019). Corpus Linguistics for Pragmatics: A Guide Research.					

	New York: Routledge. Searle, J.R. (2018). Govorni činovi: Ogled iz filozofije jezika. Zagreb: Matica hrvatska. Senft, G. (2014). Understanding Pragmatics. London-New York: Routledge. Sperber, D. & Wilson, D. (2007). Relevance: Communication and Cognition. London: Blackwell Publishing. Stepanov, S. (2016). Asertivnost, relevantnost i žanr (analiza predizbornih političkih govora). Novi Sad: Filozofski fakultet. Thomas, J. A. (1995). Meaning in Interaction: An Introduction to Pragmatics. London: Routledge. Verschueren, J. (1995). Understanding Pragmatics. London: Arnold. Wierzbicka, A. (1992). Semantics, Culture and Cognition. Oxford: Oxford University Press.
Quality assurance	- class activity - seminar paper writing (following the guidelines) and presenting - individual consultations - oral exam - student questionnaire on the quality of teaching and teachers at the university level
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction – content and literature	2	
Seminar	Semantics and semiology. Semantics vs. pragmatics.	1	
Week: 2.			
Predavanja	Linguistic semantics and non-linguistic semantics.	2	
Seminar	Branches of semantics	1	
Week: 3.			
Predavanja	Definitions and types of meaning	2	
Seminar	Difference in meaning (semantic and pragmatic)	1	
Week: 4.			
Predavanja	Meaning and sense	2	
Seminar	Difference in meaning (semantic and pragmatic)	1	
Week: 5.			
Predavanja	Semantics of a word	2	
Seminar	Semantic analysis: prototype theory and componential analysis	1	
Week: 6.			
Predavanja	Semantics of a sentence	2	
Seminar	Relationship between semantics and syntax	1	
Week: 7.			
Predavanja	Pragmatic theories (speech act theory, Grice and conversational implicatures)	2	
Seminar	Pragmatic theories (speech act theory, Grice and conversational implicatures)	1	
Week: 8.			

Predavanja	Contemporary pragmatic (Sperber & Wilson's relevance theory; sociocognitive approach)	2	
Seminar	Contemporary pragmatic (Sperber & Wilson's relevance theory; sociocognitive approach)	1	
Week: 9.			
Predavanja	Metapragmatics	2	
Seminar	Pragmatic meaning, semantic-pragmatic interface, content and context	1	
Week: 10.			
Predavanja	Implicit and explicit verbal communication	2	
Seminar	Implicit and explicit verbal communication	1	
Week: 11.			
Predavanja	Verbal communication: implicatures (neo-Gricean approach) and explicatures	2	
Seminar	Implicatures (neo-Gricean approach) and explicatures	1	
Week: 12.			
Predavanja	Semantics and pragmatics of discourse markers	2	
Seminar	Discourse markers	1	
Week: 13.			
Predavanja	Speech acts: conventionality and intentionality	2	
Seminar	Speech acts theory	1	
Week: 14.			
Predavanja	Communication and pragmatic competence	2	
Seminar	Communication and pragmatic competence	1	
Week: 15.			
Predavanja	Semantics and pragmatics: perspectives	2	
Seminar	Semantics and pragmatics: perspectives	1	

Course name	Didactics						
ID	HZX002	Study year		1.			
Lecturer	izv. prof. dr. sc. Morana Koludrović	ECTS workload		2.5			
Associates	Ante Grčić	Number of hours		L	S	E	P
				30	30	0	0
Course status	Compulsory	Online percentage		0%			
Course description							
Course aims	The aim of the course is to train students in the field of contemporary didactics in such a way that their acquired competences can be applied in their own teaching practice with a particular emphasis on a competence-based and constructivist approach to planning, structuring, implementing, and evaluating learning and teaching processes.						
Enrolment requirements	None.						
Learning outcomes	Upon completion of this course, students will be able to: 1. Analyse various didactic theories and approaches with regard to the structure of the teaching process, the roles of stakeholders in the teaching process, as well as social and economic factors 2. Apply the principles of the competency-based and constructivist approach to educational practices 3. Analyse curricula according to their purpose and application 4. Select teaching strategies, methods, media, and patterns of interaction according to learning outcomes and considering students' individual needs 5. Design the teaching process based on constructive alignment 6. Select appropriate approaches, methods, and techniques for the assessment of student achievement and self-assessment. 7. Define forms of and evaluate effective modes of cooperation with parents, students, educational institution staff, and the local community.						
Syllabus	1. Determinants of contemporary didactics grounded in the competency-based and curriculum-based approach to education: the educational, social, and economic context 2. The role of the teacher in contemporary teaching. 3. Classroom climate and environment; guidance in the educational process 4. Learner characteristics and individualisation in contemporary teaching and didactics 5. National, subject-specific, and school curriculum 6. The theory of constructive alignment 7. Planning and structuring the teaching process 8. Teaching strategies, methods, and patterns of interaction 9. Media in teaching 10. Implementing the teaching process 11. (Self-)evaluation of the quality of the teaching process 12. Evaluation of student achievement: types, modes, approaches 13. Techniques and methods of (self-)evaluation 14. Parent–teacher meetings and individual parent conferences 15. The educational role of teaching and the teacher (homeroom duties; cooperation with the local community) 16. Reform pedagogies and pedagogical pluralism Seminars are organised as thematic workshops in which students reflectively and critically examine, describe, interpret, and evaluate relevant, learning-outcome-based topics in the field of didactics. Active participation and group work are expected from students during seminars.						
Teaching types	☒ Lectures ☒ Seminars		☐ Fieldwork ☒ Independent work		☐ ☐		

	☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐	
Student obligations	<ul style="list-style-type: none">- Regular class attendance: 80% for lectures and 80% for seminars.- Conduct in accordance with the ethical and scientific principles of higher education.- Plan, structure, and present a lesson plan.- Active and constructive in-class contribution.- Complete in-class and other individual and group activities, as well as research tasks in a timely manner to achieve the learning outcomes outlined by the course.- Produce and present a seminar paper compliant with the established criteria.- Pass the written exam, or a midterm and end-of-term exam.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☒
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements: 1. passing the written exam, that is midterm and end-of-term exam (receiving a positive grade on the midterm and end-of-term exam is equivalent to the final written exam) – 70% 2. producing and presenting a seminar paper compliant with the course instructor's instructions – 20% 3. in-class participation, participation in class discussions, successfully carrying out individual and group tasks – 10% The criteria for evaluating and assessing individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Miljković, D.; Strugar, V.; Cindrić, M. (2016). Didaktika i/ili kurikulum. Zagreb: Učiteljski fakultet.			10		
	Ljubetić, M.; Koludrović, M. (2023). Partnerstvo obitelji i škole – važno društveno pitanje U: J. Zloković (ur.), Osnajivanje obitelji – izazovi i perspektive. Rijeka: Filozofski fakultet, 174-184.			2		
	Koludrović, M.; Rajić, V. (2021). Razvoj i uloga školskog kurikuluma: Povijesno-komparativna analiza. Metodčki ogledi, 28 (2), 11-36.			0	yes	
	Vizek Vidović, V. i sur. (2014), Psihologija odgoja i obrazovanja. Zagreb: IEP-VERN. (odabrana poglavlja iz područja školske dokimologije)			5		
	Koludrović, M., Vučić, M. (2018). Učimo cjeloživotno učiti i poučavati. Priručnik za nastavnike u obrazovanju odraslih. Zagreb: ASOO.			0	yes	
Supplementary literature	1. Koludrović, M., Rajić, V. (2019). Što je (ne)suvremeno u suvremenom školstvu? Suvremene teme u odgoju i obrazovanju - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 139-152.					

	2. Koludrović, M. (2021). Uloga, važnost i mogućnosti školske knjižnice u kontekstu razvoja kurikulumskog pristupa. 33. Proljetna škola školskih knjižničara RH: Kurikulsko planiranje - provedba nepostojećeg kurikula nastavnog područja Školsko knjižničarstvo. Zagreb: Agencija za odgoj i obrazovanje, 22-33. 3. Rijavec, M., Miljković, D. (2015). Pozitivna disciplina u razredu. Zagreb: IEP. 4. Studenti prema preporuci nastavnika, a sukladno odabiru seminarske teme odabiru i drugu znanstvenu i stručnu te online i tiskanu literaturu. 5. Relevantni i aktualni zakonski i podzakonski akti iz područja odgoja i obrazovanja		
Quality assurance	<ul style="list-style-type: none">- Class attendance, in-class participation, and success in carrying out set tasks- Student questionnaires on quality of teaching carried out at university level- Student success on the exam and in fulfilling other course-defined requirements- Student self-assessment of achieved learning outcomes- Individual teacher-student consultations- Collaborative teacher–student evaluation of the implementation and quality of teaching processes		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Determinants of contemporary didactics grounded in the competency-based and curriculum-based approach to education: the educational, social, and economic context	2	Velika dvorana Marko Marulić
Seminar	Students select seminar topics in consultation with their subject teacher.	2	Velika dvorana Marko Marulić
Week: 2.			
Predavanja	The role of the teacher in contemporary education. Classroom climate and environment; guidance in the educational process	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 3.			
Predavanja	Learner characteristics and individualisation in contemporary teaching and didactics	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 4.			
Predavanja	National, subject-specific, and school curriculum	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić

Week: 5.			
Predavanja	The theory of constructive alignment	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 6.			
Predavanja	Planning and structuring the education process 1. colloquium	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 7.			
Predavanja	Teaching strategies, methods, and patterns of interaction Media in teaching	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 8.			
Predavanja	Preparation of teaching lesson	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 9.			
Predavanja	Implementing the teaching processsa	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 10.			
Predavanja	Evaluation of student achievement: types, modes, approaches	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 11.			
Predavanja	Techniques and methods of (self-)evaluation	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 12.			

Predavanja	(Self-)evaluation of the quality of the teaching process	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 13.			
Predavanja	Parent–teacher meetings and individual parent conferences	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 14.			
Predavanja	The educational role of teaching and the teacher (homeroom duties; cooperation with the local community)	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
Week: 15.			
Predavanja	Reform pedagogies and pedagogical pluralism	2	Velika dvorana Marko Marulić
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić

Course name		Croatian Language Teaching methodology					
ID	HZH801	Study year		1.			
Lecturer	prof. dr. sc. Jadranka Nemeth-Jajić	ECTS workload		4.0			
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage		0%			
Course description							
Course aims	The aim of the course is to introduce students to the basic features of teaching the Croatian language and linguistic expression in primary and secondary schools and to train them in critical thinking, planning, preparation and implementation of teaching the Croatian language and spoken and written expression by applying modern knowledge of language education methodology.						
Enrolment requirements	Language courses completed during undergraduate studies.						
Learning outcomes	Upon completion of the course, students will be able to: 1. compare traditional and modern teaching of the Croatian language; 2. explain the theoretical basis of teaching the Croatian language, spoken and written expression; 3. apply principles, teaching methods and forms of work, teaching aids and aids in teaching the Croatian language and linguistic expression; 4. plan a lesson in the Croatian language and linguistic expression; 5. develop methodological preparation for the selected teaching unit; 6. conduct a lesson; 7. analyze lessons in the Croatian language and linguistic expression; 8. evaluate lessons in the Croatian language and linguistic expression; 9. evaluate student achievements in the teaching of the Croatian language and linguistic expression.						
Syllabus	LECTURES 1. Methodology in the system of science with special reference to the methodology of the Croatian language. Purpose, goals and tasks of teaching the Croatian language and linguistic expression. 2. Approaches and systems in teaching the Croatian language. Principles of teaching the Croatian language. 3. Teaching methods and forms of work, teaching aids and aids and their application in teaching the Croatian language and linguistic expression. 4. Methodological design of the teaching unit. 5. Teaching phonetics, phonology, morphology and syntax of the Croatian language. 6. Teaching word formation, lexicology and Croatian stylistics. 7. Dialects and history of the Croatian language in teaching. 8. Teaching Croatian spelling. 9. Peculiarities of teaching linguistic expression. Stylistic and compositional exercises. 10. Methodological design of the teaching unit. 11. Writing. Approaches to teaching writing. 12. Goals of school assignments. 13. Correcting students' written work. 14. Evaluating and grading students' essays. Descriptors. 15. Monitoring, evaluating and grading students' achievements and activities in teaching the Croatian language and linguistic expression.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals		☐ Fieldwork ☐ Independent work ☐ Multimedia		☐ ☐ ☐		

	☐ Remote learning ☒ Blended learning	☐ Laboratory ☐ Supervision	☐			
Student obligations	The student is obliged to: - attend classes regularly (attend at least 80% of lectures and 80% of seminars) - actively and constructively participate in classes - respect the ethical and scientific principles of the higher education institution - prepare and present a seminar paper - pass a written exam (possibility of taking the written exam over two preliminary exams); oral exam if necessary - obtain information about classes he/she missed from other students or in consultations with the professor.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: - preparation and presentation of a seminar paper – 40% - active participation in lectures and seminars – 10% - passed midterms and/or written exam – each midterm 25%; written exam 50%. The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title		Number of copies available	Availability via other media		
	Stjepko Težak, Teorija i praksa nastave hrvatskoga jezika 1, Zagreb, 1996.		5			
	Jadranka Nemeth-Jajić, Hrvatski jezik u nastavi, Split, 2018.		5			
	Karol Visinko, Jezično izražavanje u nastavi hrvatskoga jezika. Pisanje, Zagreb, 2010.		8			
	Nemeth-Jajić, Jadranka. Jezični sadržaji u kurikulumu iz 2019. U: Hrvatski jezik. Povijest i uloge nastavnog predmeta. Ana Čavar i Lahorka Plejić Poje, ur.; str. 491–511.		0	poveznica		
Supplementary literature	Kurikulum nastavnog predmeta Hrvatski jezik za osnovne škole i gimnazije, Zagreb, 2019. Nastavni plan i program za osnovnu školu, Zagreb, 2006. Nastavni planovi srednjih škola (Nastavni programi za gimnazije. Hrvatski jezik, Hrvatski jezik za četverogodišnje strukovne škole, Hrvatski jezik za trogodišnje strukovne škole), 1995. Visinko, Karol, Diktat: komunikacijsko-funkcionalna primjena u nastavi hrvatskoga jezika, Zagreb: Profil Klett, 2016. Tomazinić Krotin, Sanja, Vrednovanje jezične djelatnosti govorenja u nastavi Hrvatskoga jezika, u knjizi Listeš, Srećko; Grubišić Belina, Linda, Kompetencijski pristup nastavi hrvatskoga jezika, Zagreb: Školska knjiga, 2016., str. 84–101. Mattes, Wolfgang, Rutinski planirati – učinkovito poučavati, Zagreb, 2007.					

	<p>Nemeth-Jajić, J.; Milinović, A., Hrvatski jezik na mrežnim forumima, Jezik, god. 59., br. 2., travanj 2012., str. 41-53.</p> <p>Pandžić, Vlado, Govorno i pismeno izražavanje u srednjoj školi, Zagreb, 2001.</p> <p>Pavličević-Franić, Dunja, Komunikacijom do gramatike, Zagreb, 2005.</p> <p>Pranjeković, Ivo, Sintaksa hrvatskoga jezika: udžbenik za 3. razred gimnazije, Zagreb, 1995.</p> <p>Samardžija, Marko, Leksikologija s poviješću hrvatskoga jezika: udžbenik za 4. razred gimnazije, Zagreb, 1995.</p> <p>Silić, Josip, Fonetika i fonologija hrvatskoga jezika: udžbenik za 1. razred gimnazije, Zagreb, 1998.</p> <p>Silić, Josip, Morfologija hrvatskoga jezika: udžbenik za 2. razred gimnazije, Zagreb, 1995.</p> <p>Stjepko Težak, Teorija i praksa nastave hrvatskoga jezika 2, Zagreb, 1997.</p> <p>Udžbenici i priručnici za učitelje.</p> <p>Hrvatski, časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture.</p>		
Quality assurance	<ul style="list-style-type: none">- regular class attendance- active participation in lectures and seminars- individual consultations- preparation and presentation of a seminar paper- passed preliminary exams and/or written exam- student survey on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Methodology in the system of science with special regard to the methodology of the Croatian language.	2	
Seminar	Purpose, goals and tasks of teaching the Croatian language and linguistic expression.	2	
Week: 2.			
Predavanja	Approaches and systems in teaching the Croatian language.	2	
Seminar	Principles of teaching the Croatian language.	2	
Week: 3.			
Predavanja	Teaching methods and forms of work, teaching aids and aids and their application in teaching the Croatian language and linguistic expression.	2	
Seminar	Preparation of methodological preparation.	2	
Week: 4.			
Predavanja	Methodical design of the teaching unit.	2	
Seminar	Methodical design of teaching units - examples.	2	
Week: 5.			
Predavanja	Teaching phonetics, phonology, morphology and syntax of the Croatian language.	2	
Seminar	Teaching phonetics, phonology, morphology and syntax of the Croatian language - methodical models.	2	
Week: 6.			

Predavanja	Teaching word formation, lexicology and Croatian stylistics.	2	
Seminar	Teaching word formation, lexicology and Croatian stylistics - methodical models.	2	
Week: 7.			
Predavanja	Dialects and history of the Croatian language in teaching.	2	
Seminar	Dialects and history of the Croatian language in teaching - methodical models.	2	
Week: 8.			
Predavanja	Teaching Croatian spelling.	2	
Seminar	Teaching Croatian spelling - methodical models.	2	
Week: 9.			
Predavanja	Peculiarities of teaching linguistic expression. Stylistic and compositional practice.	2	
Seminar	Stylistic and compositional practice - methodical models.	2	
Week: 10.			
Predavanja	Methodical design of the teaching unit.	2	
Seminar	Methodical design of the teaching unit - methodical models.	2	
Week: 11.			
Predavanja	Writing. Approaches to teaching writing.	2	
Seminar	Writing. Approaches to teaching writing - methodical models.	2	
Week: 12.			
Predavanja	Goals of schoolwork.	2	
Seminar	Methodical models.	2	
Week: 13.			
Predavanja	Correcting students' written work.	2	
Seminar	Correcting students' written work.	2	
Week: 14.			
Predavanja	Evaluation and grading of student essays. Descriptors.	2	
Seminar	Evaluation and grading of student essays. Descriptors.	2	
Week: 15.			
Predavanja	Monitoring, evaluating and grading student achievements and activities in teaching the Croatian language and linguistic expression.	2	
Seminar	Monitoring, evaluating and grading student achievements and activities in teaching the Croatian language and linguistic expression.	2	

Course name	Fundamentals of Pedagogy							
ID	HZX001		Study year		1.			
Lecturer	doc. dr. sc. Sani Ćavar		ECTS workload		2.5			
Associates			Number of hours		L	S	E	P
30					30	0	0	
Course status	Compulsory		Online percentage		20%			
Course description								
Course aims	To enable students to engage in the critical scientific study of pedagogy as a theory and practice of preparing individuals for life, and to ensure the successful organisation and satisfactory professional and scientific execution of pedagogical activities in the processes of education.							
Enrolment requirements	None.							
Learning outcomes	Upon completion of the course, students will be able to: - explain the epistemological characteristics of pedagogy. - critically analyse and compare traditional and contemporary definitions of the fundamental concepts of pedagogy and the various understandings of pedagogy as a science. - explain the fundamental principles of pedagogy as a theory of training. - identify the advantages and limitations of pedagogical theories of personality development. - distinguish the qualitative levels of individual development and how tasks are implemented by the teacher. - explain the aspects and methods of pedagogical action in the training process. - relate pedagogy to andragogy. - justify the need for theoretical and practical training for intercultural interactions. - justify why curriculum design constitutes a pedagogical problem. - critically reflect on and discuss basic pedagogical concepts and reform pedagogical theories, as well as identify their advantages and limitations. - advocate an opinion on the necessity of respecting the rights, needs, interests, and uniqueness of each individual.							
Syllabus	1. Introduction to the course 2. Scientific determination – epistemological characteristics of pedagogy 3. Pedagogy within the science system and the scientific system of pedagogy 4. Socio-historical dimension and development of pedagogy 5. Fundamental principles of pedagogy as a theory of training 6. Different pedagogical paradigms 7. Reform pedagogies 8. Basic characteristics of the school system 9. Curriculum design as a pedagogical problem 10. Pedagogical theories of personality development 11. Competency-based approach in pedagogy 12. Qualitative levels of development 13. Aspects and methods of pedagogical action in the training process 14. Relationship between pedagogy and andragogy within the system of lifelong learning 15. Training for sustainable development and life in a pluralistic society 16. Course conclusions							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☒ Remote learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory		☒ Other e-learning 20% ☐			

	☐ Blended learning		☐ Supervision		☐ ☐	
Student obligations	Students are required to actively participate in lectures (80%) and seminars (80%), present their seminar papers and pass a midterm and end-of-term exam.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	The final grade is formed based on the achievement of the following elements: presenting a seminar paper (20%) and passing the midterm and end-of-term exam (80%). Students who do not take the midterm or end-of-term exam will have to take the final exam. The criteria for evaluating and assessing individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi, Zagreb: Educa (odabrana poglavlja)			10		
	Lukaš, M., Mušanović, M. (2020). Osnove pedagogije, 2. dopunjeno izdanje. Osijek: Vlastita naklada.			10		
	König E. Zedler, P.(2000). Teorije znanosti o odgoju. Zagreb: Educa (odabrana poglavlja)			12		
	Milat, J. (2005). Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga.			14		
	Milat, J. (2005). Pedagoške paradigme izrade kurikulumu. Pedagogijska istraživanja, 2(2), 199-208.			0	yes	
	Milat, J. (2007). Epistemologija pedagogije: dileme, pitanja, moguća rješenja. Pedagogijska istraživanja, 4(2), 189-199.			0	yes	
Supplementary literature	Babić, N. (2007). Konstruktivizam i pedagogija. Pedagogijska istraživanja, 4(2), 217-227. Bašić, S. (2009). Dijete (učenik) kao partner u odgoju: kritičko razmatranje. Odgojne znanosti, 11(2), 27-44. Čatić, I. (2012). Kompetencije i kompetencijski pristup obrazovanju. Pedagoggijska istraživanja, 9(1/2), 175-187. Delors, J. (1998). Učenje - blago u nama. Zagreb: Educa. - odabrana poglavlja Giesecke, H. (1993). Uvod u pedagogiju. Zagreb: Educa. Gudjons, H. (1994). Pedagogija - temeljna znanja. Zagreb: Educa. - odabrana poglavlja. Hentig, von H. (2008), Što je obrazovanje? Zagreb: Educa. Hentig, von H. (2007). Kakav odgoj želimo? Zagreb: Educa. Glasser, W. (2005). Kvalitetna škola. Zagreb: Educa. Jukić, T. (2010). Odnos kurikulumu i nastavnog plana i programa. Pedagogijska istraživanja, 7(1),55-64.					

	<p>Kunac, S. (2015). Kreativnost i pedagogija. Napredak, 156(4), 423-446.</p> <p>Kunac, S. (2020). Odgojno-obrazovne filozofije – ključ razumijevanja nastavnikovih uvjerenja u odgojno-obrazovnoj praksi. Školski vjesnik: časopis za pedagogijsku teoriju i praksu, 69(2), 533-552.</p> <p>Kušić, S., Vrcelj, S. (2017). In Search for the Pedagogy (Studies) Identity: The Croatian Context. Sodobna pedagogika, 68(134), 126-142.</p> <p>Malić, J., Mužić, V. (1981). Pedagogija, Zagreb: Školska knjiga.</p> <p>Mijatović, A. (ur.) (1999). Osnove suvremene pedagogije, Zagreb: Hrvatski pedagoško - književni zbor.</p> <p>Morin, E. (2002). Odgoj za budućnost. Zagreb: Educa.</p> <p>Palekčić, M. (2015). Pedagogijska teorijska perspektiva: značenje teorije za pedagogiju kao disciplinu i profesiju. Zagreb: Erudita.</p> <p>Vukasović, A. (1990). Pedagogija. Zagreb: HKZ „Mi”.</p>		
Quality assurance	Class attendance, in-class participation, success in carrying out set tasks, student questionnaires on quality of teaching carried out at university level, student success on the exam and in fulfilling other course-defined requirements, student self-assessment of achieved learning outcomes, individual teacher-student consultations, and collaborative teacher–student evaluation of the implementation and quality of teaching processes.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introductory lecture	2	
Seminar	Introductory seminar - allocation of seminar topics	2	
Week: 2.			
Predavanja	Definition of pedagogy and introduction to basic pedagogical concepts	2	
Seminar	Aspects of upbringing	2	
Week: 3.			
Predavanja	Hermeneutic pedagogy and empirical science of education	2	
Seminar	Curricular ideologies	2	
Week: 4.			
Predavanja	Pedagogy as a science of principles and critical pedagogy	2	
Seminar	Education for values	2	
Week: 5.			
Predavanja	Structuralism, post-structuralism and systems theory of education	2	
Seminar	Implicit pedagogies/Educational philosophies	2	
Week: 6.			
Predavanja	Constructivism and reflective science of education	2	
Seminar	Perspectives on teaching	2	
Week: 7.			
Predavanja	Midterm exam 1	2	
Seminar	Review session for the midterm	2	
Week: 8.			

Predavanja	Theories of personality development and the socio-historical dimensions of pedagogy	2	
Seminar	The teacher in the role of homeroom teacher - upbringing aspects	2	
Week: 9.			
Predavanja	Pedagogy - theory of training/competence development	2	
Seminar	Pedagogical aspects of leisure time	2	
Week: 10.			
Predavanja	Aspects and methods of pedagogical action in the training/learning process	2	
Seminar	Andragogy and lifelong learning	2	
Week: 11.			
Predavanja	Basic characteristics of the school system	2	
Seminar	Pedagogical challenges of multiculturalism and interculturalism	2	
Week: 12.			
Predavanja	Curricular and competency-based approaches in pedagogy	2	
Seminar	Creativity as a challenge in teaching	2	
Week: 13.			
Predavanja	Qualitative levels of personality development	2	
Seminar	Reform pedagogies	2	
Week: 14.			
Predavanja	Education for sustainable development and life in a pluralistic society	2	
Seminar	Education for women?	2	
Week: 15.			
Predavanja	Midterm exam 2	2	
Seminar	Course conclusions and review for the second midterm	2	

Course name	Sociolinguistics							
ID	HZH614		Study year		1.			
Lecturer	doc. dr. sc. Jelena Đorđević		ECTS workload		4.0			
Associates			Number of hours		L	S	E	P
					30	30	0	0
Course status	Compulsory		Online percentage		0%			
Course description								
Course aims	To achieve competence to quantitatively and qualitatively determine social parameters that imply changes in language structure and explain language functions. Also, the objective is to introduce the students with sociolinguistic approach that helps understanding and solving problems in linguistic culture, multilingual environment, in language planning and language teaching.							
Enrolment requirements	No requirements.							
Learning outcomes	Upon completing the course, students will be able to: - explain the relationship between language and society - recognise and interpret changes in language as a result of dynamic social processes - describe and classify different sociolects - analyse various types of discourses in media, education, politics, etc. - present the results of sociolinguistic research.							
Syllabus	1. Introduction – course content and literature. Sociolinguistics and sociology of language. Social awareness of language and social stereotypes. 2. Language as social phenomenon. Language and social classes. Identity construction. Identity of language and linguistic identity. 3. Language policy: languages of public communication. Social context of language policy Vertical stratification of language and society. Urban idioms and explicit norm. 4. Elements and models of language policy. Language planning. Standardization. Attitudes towards standard Croatian. Standard language and dialects. 5. Bilingualism and biculturalism. Diglossia and dinomia. Language in community. Borders between languages. 6. Language variety. Multiculturalism and multilingualism. Hierarchy of languages and cultures. 7. Majority and minority languages. European language policy. Linguistic rights. English as a lingua franca. 8. The construction of linguistic identity in diaspora. Croatian as a minority language. 9. Language, ethnicity and racism ("linguistic apartheid"). Language nationalism. The nation speech: language and national identity. 10. Language endangerment. Endangered languages. Language death. 11. Language and gender identity. Male and female language variants. 12. Language and age. Youth speech. Jargon. 13. Language and the media. Internet communication. 14. Language as a means of manipulation. Language manipulation in media discourse. 15. Ideology in language. Freedom as language. Language as an ideologeme.							

Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☐ ☐ ☐ ☐	
Student obligations	- class activity: (min 80% of lectures and 80% of seminars) - to write and present a seminar paper according to the given criteria - to pass a written and oral exam					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	The final grade is based on the following elements: 1. writing and presenting a seminar paper – 40% 2. passed oral exam – 60%					
Required literature	Title			Number of copies available	Availability via other media	
	Coulmas, F. (ed.) (2007). The Handbook of Sociolinguistics. Oxford: Blackwell Publishing.			1	yes	
	Mićanović, K. (2008). Hrvatski s naglaskom: standard i jezični varijeteti. Zagreb: Disput.			0		
	Škiljan, D. (2002). Govor nacije: jezik, nacija, Hrvati. Zagreb: Golden marketing.			1		
	Wardhaugh, R. (2010). An Introduction to Sociolinguistics. Oxford: Wiley-Blackwell.			0	yes	
	Wright, S. (2010). Jezična politika i jezično planiranje: od nacionalizma do globalizacije. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu.			1		
Supplementary literature	Students choose from the following titles: Agfa, A. (2007). Language and Social Relations. Cambridge: Cambridge University Press. Auer, P. (ed.) (2007). Style and Social Identities: Alternative Approaches to Linguistic Heterogeneity. Berlin-new york: Mouton de Gruyter.					
	Aitchison, J & Lewis, D.M. (eds.) (2003). New Media Language. London-New York: Routledge. Badurina, L. et al. (ur.) (2009). Jezični varijeteti i nacionalni identiteti. Zagreb: Disput. Barbour, S. & Carmichael, C. (eds.) (2000). Language and Nationalism in Europe. Oxford: Oxford University Press. Boardman, M. (2005). The Languages of Websites. London-New York: Routledge. Bratanić, M. (ur.) (2011). Hrvatski jezik na putu u EU: Terminološki ogledi. Zagreb: Institut za hrvatski jezik i jezikoslovlje-Hrvatska sveučilišna naklada.2011). Hrvatski Bratt Paulston, Ch. & Tucker, G.R. (eds.) (2003). Sociolinguistics. Oxford: Blackwell. Bugarski, R. (2016). Jezici u potkrovlju. Beograd: Biblioteka XX. vek. Bugarski, R. (2010). Jezik i identitet. Beograd: Biblioteka XX. vek.					

- Bugarski, R. (2009). Nova lica jezika: sociolingvističke teme. Beograd: Biblioteka XX vek.
- Bugarski, R. (2009). Evropa u jeziku. Beograd: Biblioteka XX vek.
- Bugarski, R. (2006). Žargon: lingvistička studija. Beograd: Biblioteka XX. vek.
- Bugarski, R. (2005). Jezik i kultura. Beograd: Biblioteka XX. vek.
- Bugarski, R. (2002). Lica jezika: sociolingvističke teme. Beograd: Biblioteka XX. vek.
- Bugarski, R. (1997). Jezik u društvenoj krizi. Beograd: Biblioteka XX. vek.
- Bugarski, R. (1986). Jezik u društvu. Beograd: Prosveta.
- Calvet, L.-J. (1998). Language Wars and Linguistic Politics. Oxford: Oxford University Press.
- Calvet, L.-J. (1981). Lingvistika i kolonijalizam. Beograd: BIGZ.
- Cameron, D. (ed.) (1999). The Feminist Critique of Language. London-New York: Routledge.
- Cameron, D. & Kulick, D. (2003). Language and Sexuality. Cambridge: Cambridge University Press.
- Chambers, J. K. (2003). Sociolinguistic Theory. Oxford: Blackwell.
- Cobarrubias, J. & Fishman, J.A. (eds.) (1983). Progress in Language Planning: International Perspectives. Berlin-New York-Amsterdam: Mouton Publishers.
- Coulmas, F. (2006). Sociolinguistics: The study of speakers' choices. Cambridge: Cambridge University Press.
- Coupland, N. & Jaworski, A. (eds.) (1997). Sociolinguistics. Hampshire- New York: Palgrave.
- Crystal, D. (2006). Language and the Internet. Cambridge: Cambridge University Press.
- Crystal, D. (2000). Language Death. Cambridge: Cambridge University Press.
- Crystal, D. (1997). English as a Global Language. Cambridge: Cambridge University Press.
- Dalby, A. (2003). Languages in Danger. London: Penguin Books.
- Eckert, P. & Mc Connell-Ginet, S. (2003). Language and Gender. Cambridge: Cambridge University Press.
- Eckert, P. & Rickford, J. R. (eds.) (2001). Style and Sociolinguistic Variation. Cambridge: Cambridge University Press.
- Edwards, J. (2009). Language and Identity. Cambridge: Cambridge University Press.
- Extra, G. & Gorter, D. (eds.) (2008). Multilingual Europe: Facts and Policies. Berlin-New York: Mouton de Gruyter.
- Filipović, R. (1986). Teorija jezika u kontaktu. Zagreb: JAZU-Školska knjiga.
- Finegan, E. & Rickford, J.R. (eds.) (2004). Languages in the USA: Themes for the Twenty-first Century. Cambridge: Cambridge University Press.
- Fishman, J.A. (1978). Sociologija jezika. Sarajevo: Svjetlost.
- Granić, J. (ur./ed.) (2009). Jezična politika i jezična stvarnost=Language Policy and Language Reality. Zagreb: HDPL.
- Granić, J. (ur.) (2007). Jezik i identiteti. Zagreb-Split: HDPL.
- Granić, J.(ur.). (2006). Jezik i mediji – jedan jezik : više svjetova. Zagreb-Split: HDPL.
- Greenberg, R.D. (2005). Jezik i identitet na Balkanu. Zagreb: Srednja Europa.
- Hagège, C. (2005). Zaustaviti izumiranje jezika. Zagreb: Disput.
- Hamers, J.F. & Blanc, M.H.A. (eds.) (2000). Bilinguality and Bilingualism. Cambridge: Cambridge University Press.
- Horner, K. & Dailey-O'Cain, J. (eds.) (2019). Multilingualism, (Im)mobilities and Spaces of Belongings. Bristol-Blue Ridge Summit: Multilingual Matters.
- Hoyt, A.D. (2012). Hrvatski jezik u Zagrebu: sociolingvistički pogled. Zagreb: Hrvatska sveučilišna naklada.
- Hymes, D. (1980). Etnografija komunikacije. Beograd: BIGZ.
- Johnson, S. & Einsslin, A. (eds.) (2007). Language in the Media: Representations, Identities, Ideologies. London: Continuum.

- Kapović, M. (2011). Čiji je jezik? Zagreb: Algoritam.
- Kordić, S. (2010). Jezik i nacionalizam. Zagreb: Durieux.
- Kovačević, M. i Pavličević-Franić, D. (ur./eds.) (2002). Komunikacijska kompetencija u višejezičnoj sredini I.: prikazi, problemi, putokazi / Communicative Competence in Language Pluralistic Environment I.: Reviews, Problems, Guidelines. Zagreb: Sveučilište u Zagrebu; Jastrebarsko: Naklada Slap.
- Kryžan-Stanojević, B. (ur.) (2009). Lice i naličje jezične globalizacije. Zagreb: Srednja Europa.
- Labov, W. (2001). Principles of Linguistic Change: Social factors. Oxford: Blackwell.
- Lee McKay, S. & Hornberger, N.S.(eds.) (2000). Sociolinguistics and Language Teaching. Cambridge: Cambridge University Press.
- Llamas, C. et al. (eds.) (2007). The Routledge Companion to Sociolinguistics. London-New York: Routledge.
- Manovich, L. (2001). The Language of New Media. Cambridge, Mass.: The MIT Press.
- Marshall, J. & Werndly, A. (2002). The Language of Television. London-New York: Routledge.
- Maurais, J. & Morris, M.A. (eds.) (2004). Languages in a Globalising World. Cambridge: Cambridge University Press.
- Mills, S. (2003). Gender and Politeness. Cambridge: Cambridge University Press.
- Montgomery, M. (2001). An Introduction to Language and Society. London-New York: Routledge.
- Požgaj-Hadžić, V. (ur.) (2013). Jezik između lingvistike i politike. Beograd: Biblioteka XX vek.
- Pavličević-Franić, D. i Kovačević, M. (ur./eds.) (2003). Komunikacijska kompetencija u višejezičnoj sredini II.: teorijska razmatranja, primjena / Communicative Competence in Language Pluralistic Environment II.: Theoretical Considerations and Practice. Zagreb: Sveučilište u Zagrebu; Jastrebarsko: Naklada Slap.
- Peti-Stantić, A. (ur.) (2008). Identitet jezika jezikom izrečen. Zagreb: Srednja Europa.
- Phillipson, R. (2003). English-Only Europe? Challenging Language Policy. London-New York: Routledge.
- Phillipson, R. (1993). Linguistic Imperialism. Oxford: Oxford University Press.
- Radovanović, M. (1986). Sociolingvistika. Novi Sad: Dnevnik.
- Ricento, T. (2006). Language Policy. London: Blackwell Publishing.
- Riley, Ph. (2007). Language, Culture and Identity: An Ethnolinguistic Perspective. London: Continuum.
- Romaine, S. (1994). Language in Society. Oxford: Oxford University Press.
- Shortis, T. (2001). The Language of ICT. London-New York: Routledge.
- Sočanac, L. (2010). Studije o višejezičnosti. Zagreb: Nakladni zavod Globus.
- Sočanac, L. (ur.) (2013). Lingvistički i pravni aspekti višejezičnosti. Zagreb: Nakladni zavod Globus.
- Siguan, M. (2004). Jezici u Europi. Zagreb: Školska knjiga.
- Spolsky, B. (2004). Language Policy. Cambridge: Cambridge University Press.
- Spolsky, B. (1998). Sociolinguistics. Oxford: Oxford University Press.
- Starčević, A., Kapović, M. i Sarić, D. (2019). Jeziku je svejedno. Zagreb: Sandorf.
- Stockwell, P. (2002). Sociolinguistics. London-New York: Routledge.
- Škiljan, D. (2000). Javni jezik. Zagreb: Izdanja Antibarbarus.
- Škiljan, D. (1998). Jezična politika. Zagreb: Naprijed.
- Thomas, L. & Wareing, Sh. (eds.) (2001). Language, Society and Power. London: Routledge.

	Tošović, B. & Wonisch, A. (2010). Hrvatski pogledi na odnose između hrvatskoga, srpskoga i bosanskoga/bošnjačkoga jezika = Die kroatische Sichtweise des Verhältnisses zwischen dem Kroatischen, Serbischen und Bosnischen/Bosniakischen. Graz-Zagreb: Institut für Slawistik der Karl-Franzens-Universität Graz-Izvori. Trudgill, P. (1995). Sociolinguistics: An Introduction to Language and Society. London-New York-Toronto: Penguin Books. Žanić, I. (2016). Jezična republika: Hrvatski jezik, Zagreb, Split i popularna glazba. Zagreb: Naklada Jesenski i Turk.		
	Žanić, I. (2007). Hrvatski na uvjetnoj slobodi: jezik, identitet i politika između Jugoslavije i Europe. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu. Journals Journal of Sociolinguistics		
Quality assurance	- class activity - seminar paper writing (following the guidelines) and presenting - individual consultations - written and oral exam - student questionnaire on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction – course content and literature. Sociolinguistics and sociology of language.	2	P7
Seminar	Social awareness of language and social stereotypes.	2	P7
Week: 2.			
Predavanja	Language as social phenomenon. Language and social classes.	2	P7
Seminar	Identity construction. Identity of language and linguistic identity.	2	P7
Week: 3.			
Predavanja	Language policy: languages of public communication. Social context of language policy.	2	P7
Seminar	Vertical stratification of language and society. Urban idioms and explicit norm.	2	P7
Week: 4.			
Predavanja	Elements and models of language policy. Language planning.	2	P7
Seminar	Standardization. Attitudes towards standard Croatian. Standard language and dialects.	2	P7
Week: 5.			
Predavanja	Bilingualism and biculturalism. Diglossia and dinomia.	2	P7
Seminar	Language in community. Borders between languages.	2	P7
Week: 6.			
Predavanja	Language variety. Multiculturalism and multilingualism.	2	P7
Seminar	Hierarchy of languages and cultures.	2	P7

Week: 7.			
Predavanja	Majority and minority languages. European language policy.	2	P7
Seminar	Linguistic rights. English as a lingua franca.	2	P7
Week: 8.			
Predavanja	The construction of linguistic identity in diaspora.	2	P7
Seminar	Croatian as a minority language.	2	P7
Week: 9.			
Predavanja	Language, ethnicity and racism ("linguistic apartheid"). Language nationalism.	2	P7
Seminar	The nation speech: language and national identity.	2	P7
Week: 10.			
Predavanja	Language endangerment. Endangered languages.	2	P7
Seminar	Language death.	2	P7
Week: 11.			
Predavanja	Language and gender identity.	2	P7
Seminar	Male and female language variants.	2	P7
Week: 12.			
Predavanja	Language and age.	2	P7
Seminar	Youth speech. Jargon.	2	P7
Week: 13.			
Predavanja	Language and the media.	2	P7
Seminar	Internet communication.	2	P7
Week: 14.			
Predavanja	Language as a means of manipulation.	2	P7
Seminar	Language manipulation in media discourse.	2	P7
Week: 15.			
Predavanja	Ideology in language. Freedom as language.	2	P7
Seminar	Language as an ideologeme.	2	P7

Course name	Chakavian literature						
ID	HZH503		Study year		2.		
Lecturer	doc. dr. sc. Eni Buljubašić		ECTS workload		3.0		
Associates			Number of hours		L	S	E
					P		
				30	30	0	
Course status	Elective		Online percentage		0%		
Course description							
Course aims	Students will be acquainted with the wealth of Chakavian literature from the Renaissance to contemporaneity, in different literary genres and text types. They will approach Chakavian literature themetically. Each theme will focus on one text that will be analysed in depth. Themes are: Renaissance and its heritage; Split; Oral literature; Island and diaspora; Homestead; Chakavian and standard in literature. Students will learn about prominent texts and authors and who wrote in Chakavian. They will be able to synthesize their knowledge about Chakavian literature and better understand the place of Chakavian literature in Croatian national literature canon.						
Enrolment requirements	None.						
Learning outcomes	Students will be able to: - describe the place of Chakavian literature in relation to literary history periods. - differentiate between models of Chakavian 20th century poetry. - classify literary texts and authors of Chakavian literature - compare Chakavian and standard idiom literary texts. - actively participate in lesson plan creation within the e-learning component of the class. - interpret selected Chakavian literature texts - assess the role and importance of Chakavian literary texts in relation to literary themes, genres and periods in Croatian literature. - describe and interpret a selected aspect of Chakavian literature						
Syllabus	1. Introduction to Chakavian literature (2L) 2. The Middle Ages and key Chakavian texts – theme 1 (2L) Texts: „Svit se konča“; „Ženska ljubav“ (1S) 3. The Renaissance and key Chakavian texts – Theme 2: Renaissance and its heritage (2L); Marko Marulić: Judita (1S) 4. The Renaissance and key Chakavian texts – Theme 2: Renaissance and its heritage (2L); „Molitva suprotiva Turkom“; „Suprotiva“ T. P. Marovića (1S) 5. The Renaissance and key Chakavian texts – Theme 2: Renaissance and its heritage (2L); Lucić's „Jur nijedna na svit vila“ and Božanić's „Jur nijedna na svit borka“ (1S) 6. Marko Uvodić – theme 3: Split (2L); Novellas: „Sprovod jednega diteta“, „Ča smo na ovome svitu“ (1S) 7. Miljenko Smoje – theme 3: Split (2L); Pasje novelete (selection of novellas) (1S) 8. Chakavian poets – theme 4: Homestead and diaspora (2L); text: Tri priče o selu Okjucina (J. Božanić) (1S) 9. Chakavian poets – theme 4: Homestead and diaspora (2L); U sjeni Green Hilla, drama, film (J. Božanić) (1S) 10. Poetics of klapa songs – theme 5: poetics of klapa songs (2L); selected texts analyses (1S) 11. Two models of Chakavian poets: V. Nazor and D. Ivanišević (2L); selected texts analyses (1S)						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals		☒ Fieldwork ☒ Independent work ☐ Multimedia		☐ ☐ ☐		

	☐ Remote learning ☐ Blended learning		☐ Laboratory ☐ Supervision		☐	
Student obligations	The students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - prepare a seminar paper according to the instructions of the teacher - hold a short presentation on the selected topic according to the teacher's instructions - pass the oral exam					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the realization of the following elements: 1. prepared seminar paper in accordance with the instructions of the teacher - 40% 2. oral exam – 30% 3. activity and presentation in classes - 30% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Božanić, J. (2009). 'Naratološka, socioantropološka i lingvostilistička interpretacija triju usmenih priča iz sela okucine na otoku Visu', Čakavska rič 2009:1-2.			1	yes	
	Božanić, J. (2012) Prolegomena za vernakularnu stilistiku, Časopis za hrvatske studije, vol. 7			1	yes	
	Buljubašić, E. (2012), 'Popeljuha Zavaljuha – stilistička interpretacija narodne bajke', Časopis za hrvatske studije, vol.7.			1	yes	
	Mikulaco, D. (2010) „Šarko, Dora, Robi K. i Toni Makaroni – infantilne percepcije zbilje 90-ih“, Fluminensia vol.22, br. 1			1	yes	
	Sambunjak, S. (2000) Jezik i stil hrvatskih glagoljskih prenja, poglavlje o pjesmi 'Svit se konča'			1	yes	
	Vončina, J. (1988) Jezična baština, Književni krug Split. Odabrana poglavlja			1	yes	
Supplementary literature	Bagić, K. (2012) Rječnik stilskih figura, Školska knjiga. Natuknica: Parafraza Črnja, Z. (1978). Hrvatsko pjesništvo novog izraza. Uvod u teoriju čakavske i kajkavske versifikacije. U: Pogled iz provincije, Čakavski sabor, Pula. Disopra,					

	N. predgovor u: Marko Uvodić Splićanin (1977) Ča smo na ovon svitu, Čakavski sabor/Splitski književni krug, Split Franičević, M. (1969) Čakavski pjesnici renesanse, Matica hrvatska. Odabrana poglavlja Stojević, M. (1987) Čakavsko pjesništvo XX. stoljeća, Antologija, Studija, Rijeka.		
Quality assurance	Regular class attendance and activity active participation in class discussions individual consultations passed exam and the fulfillment of the other obligations prescribed by the syllabus; student questionnaire on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introductory lecture	2	
Seminar	Course introduction: themes and obligations	1	
Week: 2.			
Predavanja	The Middle Ages and key Chakavian texts – theme 1	2	
Seminar	Texts: „Svit se konča“; „Ženska ljubav“ (1S)	1	
Week: 3.			
Predavanja	The Renaissance and key Chakavian texts – Theme 2: Renaissance and its heritage (2P); Marko Marulić: Judita (1S)	2	
Seminar	Marko Marulić: Judita (1S), reading	1	
Week: 4.			
Predavanja	The Renaissance and key Chakavian texts – Theme 2: Renaissance and its heritage (2P); „Molitva suprotiva Turkom“; „Suprotiva“ T. P. Marovića (1S)	2	
Seminar	„Molitva suprotiva Turkom“; „Suprotiva“ T. P. Marovića (1S), reading	1	
Week: 5.			
Predavanja	The Renaissance and key Chakavian texts – Theme 2: Renaissance and its heritage (2L);	2	
Seminar	Lucić's „Jur nijedna na svit vila“ and Božanić's „Jur nijedna na svit borka“ (1S), reading	1	
Week: 6.			
Predavanja	Marko Uvodić – theme 3: Split (2P); Novellas: „Ča smo na ovome svitu“	2	
Seminar	„Sprovod jednega diteta“, reading	1	
Week: 7.			
Predavanja	Miljenko Smoje – theme 3: Split (2P); Pasje novelete (selection of novellas) (1S)	2	
Seminar	selection of novellas, reading	1	
Week: 8.			
Predavanja	Chakavian writers – theme 4: Homestead and diaspora (2P);	2	

Seminar	text: Tri priče o selu Okjucina (J. Božanić) (1S), reading	1	
Week: 9.			
Predavanja	Chakavian writers – theme 4: Homestead and diaspora (2P); U sjeni Green Hilla, drama, film (J. Božanić) (1S)	2	
Seminar	U sjeni Green Hilla, drama, film (J. Božanić) (1S), watching/reading	1	
Week: 10.			
Predavanja	Poetics of klapa songs – theme 5: poetics of klapa songs (2P); selected texts analyses (1S)	2	
Seminar	selected texts analyses (1S)	1	
Week: 11.			
Predavanja	Two models of Chakavian poets: V. Nazor and D. Ivanišević (2P); s	2	
Seminar	selected texts analyses (1S)	1	
Week: 12.			
Predavanja	Chakavian folk fairy tale – theme 6: Folk fairy tale (2P);	2	
Seminar	text analysis: „Popeljuha Zavaljuha“ (1S)	1	
Week: 13.			
Predavanja	R. Marinković – Theme 7: Chakavian idiom in the canon literature written in the Croatian standard (2P);	2	
Seminar	author: R. Marinković (1S), reading	1	
Week: 14.			
Predavanja	Text analysis: R. Marinković – Theme 7: Chakavian idiom in the canon literature written in the Croatian standard (2P);	2	
Seminar	text analysis: M. Carić, D. Načinović (...) – (1S), students' selection of texts	1	
Week: 15.			
Predavanja	Summary and conclusion	2	
Seminar	Conclusion based on texts read during the course	1	

Course name	Dialectological and Language History Research of Croatian Language							
ID	HZH408		Study year		2.			
Lecturer	prof. dr. sc. Marijana Tomelić Čurlin		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
					30	15	0	0
Course status	Elective		Online percentage		0%			
Course description								
Course aims	This course is about dialectological and Croatian language history research. The aim of this course is to acquaint students with modern means and methods of dialectology research and train them in performing autonomous research activities regarding field research as well as research on printed and manuscript materials.							
Enrolment requirements	No pre-conditions.							
Learning outcomes	Student will be able to: - do an independent dialectological and Croatian language history research - apply correct research methodology in dialectological and Croatian language history research and analysis - make a transcription of a spoken text - independently notice certain dialectological features and put them in a dialectological and linguistic-historical context - systematically present dialectological results and Croatian language history research.							
Syllabus	1. Introduction: course content and proposal, student responsibilities (instruction consist of workshops and practical exercises in which students will be introduced to the method of collecting and classifying dialectological and linguistic-historical material) 2. Select topics: dialectological and Croatian language history material: research methodology (collecting and sorting dialectological and Croatian language history material) 3. Dialectological research: make question mark (phonological, morphological, accentual) 4. Dialectological research: field research (sound recordings) 5. Dialectological research: transcription 6. Dialectological research: phonological analysis (vowel, consonant and accentual systems): exposition and discussion 7. Dialectological research: morphological analysis: exposition and discussion 8. Dialectological research: summary and conclusion 9. Croatian language history research: field research: archival and manuscript material (Nadbiskupski arhiv u Splitu, Državni arhiv, Sveučilišna knjižnica, Gradska knjižnica Marko Marulić) 10. Croatian language history research: transcription 11. Croatian language history research: orthographic: exposition and discussion 12. Croatian language history research: phonological analysis; exposition and discussion 13. Croatian language history research: morphological analysis; exposition and discussion 14. Croatian language history research: summary and conclusion 15. Summary (dialectological and Croatian language history research)							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory		Konzultacije Radionice ☐ ☐			

	☐ Blended learning	☐ Supervision	☒	☒		
Student obligations	Students are required to: – participate in the teaching process (80 % of lectures and 80 % of seminar papers) – behave in accordance with ethical and scientific principles in higher education process – make question mark – do an independent dialectological and/or Croatian language history research – prepare and present a seminar paper according to pre-determined criteria.					
Monitoring student work	Class attendance	☒	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and the obligations of students in the course, the final assessment is based on the following elements: – make question mark – 25 % – research – 50 % – present the research (a seminar paper) – 25 % Criteria for assessment and evaluating individual elements are described in course repository.					
Required literature	Title		Number of copies available	Availability via other media		
	Brozović, D. (1981). O fonetskoj transkripciji. U N. Filipović (ur.). Fonološki opisi srpskohrvatskih/hrvatskosrpskih, slovenačkih i makedonskih govora obuhvaćenih opšteslovenskim lingvističkim atlasom. Djela ANUBiH, 55 (str. 17– 25). Sarajevo: Akademija nauka i umjetnosti Bosne i Hercegovine.		0	no		
	Hraste, M. (1959). Metodologija istraživanja naših dijalekata. Jezik: časopis za kulturu hrvatskoga književnoga jezika, 8, 3–4, 71–81.		0	yes		
	Kapović, M. (2011). Čiji je jezik? Zagreb: Algoritam.		1	yes		
	Jozić, Ž. (2007). O metodologiji terenskoga istraživanja. Šokačka rič, 4, 155–161.		0	yes		
	Jozić, Ž. (2009). Mate Hraste. O dijalektološkim istraživanjima. U M. Menac-Mihalić (ur.). Hrvatski dijalektološki zbornik, 15 (str. 35–42). Zagreb: HAZU.		0	no		
Supplementary literature	Dopunska literatura: u dogovoru s nastavnikom. Bašić, M. (2016). Hrvatska dijalektološka istraživanja – ščera, danas, jutro. Croatica: časopis za hrvatski jezik, književnost i kulturu, 40, 60, 63–74. Brozović,					

	<p>D. (1997). Narječja hrvatskoga jezika. U A. Vujić (ur.). Hrvatski leksikon, sv. 2 (str. 155–156). Zagreb: Hrvatski leksikografski zavod</p>
	<p>Miroslav Krleža.</p> <p>Brozović, D., Peco, A., Vujčić, D., Vuković, J. (1975). Upitnik za ispitivanje bosansko-hercegovačkih govora. U A. Peco (ur.). Bosanskohercegovački dijalektološki zbornik, 1 (str. 343–407). Sarajevo: Institut za jezik i književnost.</p> <p>Bujas, Ž., Moguš, M. (1981). O mogućnostima kompjutorske obrade dijalekatskih podataka. U B. Finka i M. Moguš (ur.). Hrvatski dijalektološki zbornik, 5 (str. 19–22). Zagreb: JAZU.</p> <p>Finka, B. (1973). Naputak za istraživanje i obrađivanje čakavskih govora. U B. Finka (ur.). Hrvatski dijalektološki zbornik, 3 (str. 5–76). Zagreb: JAZU.</p> <p>Lisac, J. (2004). Hrvatska dijalektologija 1. Hrvatski dijalekti i govori štokavskoga narječja i hrvatski govori torlačkog narječja. Zagreb: Golden marketing – Tehnička knjiga.</p> <p>Lisac, J. (2009). Hrvatska dijalektologija 2. Čakavsko narječje. Zagreb: Golden marketing – Tehnička knjiga.</p> <p>Lisac, J. (2012). Dvije strane medalje. Dijalektološki i jezičnopovijesni spisi o hrvatskom jeziku. Split: Književni krug.</p> <p>Lončarić, M. (1996). Kajkavsko narječje. Zagreb: Školska knjiga.</p> <p>Lukežić, I. (2012). Zajednička povijest hrvatskih narječja. 1. Fonologija. Zagreb: Hrvatska sveučilišna naklada.</p> <p>Lukežić, I. (2015). Zajednička povijest hrvatskih narječja. 2. Morfologija. Zagreb: Hrvatska sveučilišna naklada.</p> <p>Menac-Mihalić, M., Celinić, A. (2012). Ozvučena čitanka iz hrvatske dijalektologije. Zagreb: Knjigra d. o. o.</p> <p>Moguš, M. (1995). Povijest hrvatskoga književnoga jezika (II. dopunjeno izdanje). Zagreb: Globus.</p> <p>Šimunović, P. (2011). Čakavska čitanka. Zagreb: Golden marketing – Tehnička knjiga.</p> <p>U A. Bičanić (ur.). (2009). Povijest hrvatskoga jezika, 1. knjiga: srednji vijek. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).</p> <p>U A. Bičanić (ur.). (2011). Povijest hrvatskoga jezika, 2. knjiga: 16. stoljeće. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).</p> <p>U A. Bičanić (ur.). (2013). Povijest hrvatskoga jezika, 3. knjiga: 17. i 18. stoljeće. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).</p> <p>U A. Bičanić (ur.). (2015). Povijest hrvatskoga jezika, 4. knjiga: 19. stoljeće. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).</p> <p>U A. Bičanić (ur.). (2018). Povijest hrvatskoga jezika, 5. knjiga: 20. stoljeće (1. dio). Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).</p> <p>U A. Bičanić (ur.). (2019). Povijest hrvatskoga jezika, 6. knjiga: 20. stoljeće (2. dio). Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).</p> <p>Vončina, J. (1999). Tekstološka načela za pisanu baštinu hrvatskoga jezičnog izraza. Zagreb: Matica hrvatska.</p>
Quality assurance	<ul style="list-style-type: none"> - class attendance - class activity - individual consultations - student questionnaire on the quality of teaching and teachers at the university level - make question mark and the fulfillment of the other obligations prescribed by the syllabus.

Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction: course content and proposal, student responsibilities (instruction consist of workshops and practical exercises in which students will be introduced to the method of collecting and classifying dialectological and linguistic-historical material)	2	P28
Seminar	Introduction: course content and proposal, student responsibilities (instruction consist of workshops and practical exercises in which students will be introduced to the method of collecting and classifying dialectological and linguistic-historical material)	1	P28
Week: 2.			
Predavanja	Select topics: dialectological and Croatian language history material: research methodology (collecting and sorting dialectological and Croatian language history material)	2	P28
Seminar	Select topics: dialectological and Croatian language history material: research methodology (collecting and sorting dialectological and Croatian language history material)	1	P28
Week: 3.			
Predavanja	Dialectological research: make question mark (phonological, morphological, accentual)	2	P28
Seminar	Dialectological research: make question mark (phonological, morphological, accentual)	1	P28
Week: 4.			
Predavanja	Dialectological research: field research (sound recordings)	2	P28
Seminar	Dialectological research: field research (sound recordings)	1	P28
Week: 5.			
Predavanja	Dialectological research: transcription	2	P28
Seminar	Dialectological research: transcription	1	P28
Week: 6.			
Predavanja	Dialectological research: phonological analysis (vowel, consonant and accentual systems): exposition and discussion	2	P28
Seminar	Dialectological research: phonological analysis (vowel, consonant and accentual systems): exposition and discussion	1	P28
Week: 7.			
Predavanja	Dialectological research: morphological analysis: exposition and discussion	2	P28
Seminar	Dialectological research: morphological analysis: exposition and discussion	1	P28
Week: 8.			
Predavanja	Dialectological research: summary and conclusion	2	P28
Seminar	Dialectological research: summary and conclusion	1	P28

Week: 9.			
Predavanja	Croatian language history research: field research: archival and manuscript material (Nadbiskupski arhiv u Splitu, Državni arhiv, Sveučilišna knjižnica, Gradska knjižnica Marko Marulić)	2	P28
Seminar	Croatian language history research: field research: archival and manuscript material (Nadbiskupski arhiv u Splitu, Državni arhiv, Sveučilišna knjižnica, Gradska knjižnica Marko Marulić)	1	P28
Week: 10.			
Predavanja	Croatian language history research: transcription	2	P28
Seminar	Croatian language history research: transcription	1	P28
Week: 11.			
Predavanja	Croatian language history research: orthographic: exposition and discussion	2	P28
Seminar	Croatian language history research: orthographic: exposition and discussion	1	P28
Week: 12.			
Predavanja	Croatian language history research: phonological analysis; exposition and discussion	2	P28
Seminar	Croatian language history research: phonological analysis; exposition and discussion	1	P28
Week: 13.			
Predavanja	Croatian language history research: morphological analysis; exposition and discussion	2	P28
Seminar	Croatian language history research: morphological analysis; exposition and discussion	1	P28
Week: 14.			
Predavanja	Croatian language history research: summary and conclusion	2	P28
Seminar	Croatian language history research: summary and conclusion	1	P28
Week: 15.			
Predavanja	Summary (dialectological and Croatian language history research)	2	P28
Seminar	Summary (dialectological and Croatian language history research)	1	P28

Course name	RHETORICAL SKILLS IN TEACHING						
ID	HZH803	Study year	2.				
Lecturer	prof. dr. sc. Anita Runjić-Stoilova	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of the course is to prepare future teachers for all the challenges of their highly profession, and to provide the necessary knowledge and instructions for more successful rhetorical and speaking activities within their profession. The aim is also to help raise awareness of speech deviations as well as to point out the importance of a healthy and pleasant voice. Students will also learn to distinguish between monologue and dialogic speech types required for a teaching profession. The aim is to train students to speak in an instructive strategy, to listen and evaluate speech performances.						
Enrolment requirements	None.						
Learning outcomes	The student will be able to: - describe the characteristics of monologue and dialogue types - speak expressively in a variety of speaking strategies - organize speech according to classical canons - argue the thesis - use so called prosodic signs (tone, intonation, voice, accent, non-verbal signs) skilfully - listen carefully and critically						
Syllabus	Week 1 L: Defining and determining the characteristics of public speech and its relationship to private. Definition of rhetoric and different types of speech (monologue and dialogue) are explained. The importance of learning public speaking and acquiring public speaking skills is pointed out. S: Presenting and introducing students - raising awareness of the difference between public and private speaking. Dividing the topics of seminar papers and introducing students to the obligations during the course. Week 2 L: Speech composition - rhetorical scheme: the basis of good speech. Speech design: determining the central idea (thesis) and goal of speech. S: Watching speech recordings and getting acquainted with the speech performance assessment questionnaire. Establishing evaluation criteria. Monitoring the composition of speech, introducing the individual parts of the composition. Week 3 L: The voice and pronunciation analysis. Voice and pronunciation exercises. S: Improvisation. Recording of speech performances. Week 4 L: Initial speech design 2 - strategies. Getting to know different speech strategies and determining the characteristics of each. Examples for each strategy. S: Speech performance 1. Students' seminars on different topics (two seminar presentations and two analysis), commenting on seminar papers with reference to the performance evaluation form. Week 5 L: Introduction to the elements of audience profile and speech adjustment. Choosing strategy according to the established audience profile.						

	<p>S: Speech performance 2. Students' seminars on different topics, commenting on seminar. Commenting on speech status.</p> <p>Week 6</p> <p>L: Introduction to the basics of argumentation with special emphasis on the term's definition. Definition and the different types of definitions.</p> <p>S: Speech performance 3. Students' seminars on different topics, commenting on seminar. Commenting on speech status. Practicing the definition.</p> <p>Week 7</p> <p>L: Students become aware of the importance of logic in speech. They listen to examples of logical and illogical speech and analyse. Logical connections: induction, deduction, analogy, signs and causal connections.</p> <p>S: Speech performance 4. Students' seminars on different topics, commenting on seminar. Commenting on speech status.</p> <p>Week 8</p> <p>L: Speech preparation stages.</p> <p>S: Speech performance Students' seminars on different topics, commenting on seminar. Commenting on speech status. Week 9</p> <p>L: Students are introduced to the elements of critical speech listening, with the basics speech and listening etiquette.</p> <p>S: Speech performance 6. Students' seminars on different topics, commenting on seminar. Commenting on speech status.</p> <p>Week 10</p> <p>L: Students are introduced to the basics of communication (prosodic features). They learn types of nonverbal signs and their interpretation, especially proxemics.</p> <p>S: Speech performance 7. Students' seminars on different topics, commenting on seminar. Commenting on speech status.</p> <p>Week 11</p> <p>L: Students are introduced to different types of appropriate speeches (toasts, ceremony speeches, welcome speeches...). They learn what good occasional speech must have.</p> <p>S: Notes and media. Students are introduced to note-taking techniques as well with how to use media. Practical tips for making presentations are given.</p> <p>Week 12</p> <p>L: Introduction to debate. Students get to learn elements of debate, roles in debate, and different types of debate. students invent debating theses that they can use in class</p> <p>S: Special occasion speeches – exercises.</p> <p>Week 13</p> <p>L: Introduction to the meeting. Students are get acquainted with the different types of meeting and the rules of conducting the meeting. They learn how prepare and lead the meeting to make it as effective as possible. The class improvises a meeting (meeting of class teachers in an emergency situation, etc.)</p> <p>S: Students are trained in debating.</p> <p>Week 14</p> <p>L: Students are introduced to the characteristics of good speaking style and are warn of the most common linguistic and speech errors that occur in public speaking. They are also introduced to the characteristics of speech elegance. They learn modal expressions and the importance of their application in speech.</p> <p>S: Students try to participate in the meeting.</p> <p>Week 15</p> <p>Teacher conclusion and evaluation.</p>		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals	☒ Fieldwork ☒ Independent work ☐ Multimedia	☐ ☐ ☐

	☐ Remote learning	☐ Laboratory	☐			
	☐ Blended learning	☐ Supervision				
Student obligations	Students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - prepare and present so called little and big speech - to be informed about the classes he / she missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
	Javni govori	☒		☐		☐
		☐				
Assessment and evaluation of student work	Considering the learning outcomes and students' obligations, the final grade is based on the following elements: - big public speech - 30% - small public speech - 30% - passed written exam – 40% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title		Number of copies available	Availability via other media		
	Berry, C. (1997). Glumac i glas. Zagreb: AGM.		0			
	Kišiček, G., Stanković, D. (2014). Retorika i društvo. Zagreb: Naklada Slap.		0			
	Neill, S. (1994). Neverbalna komunikacija u razredu. Zagreb: Educa.		0			
	Škarić, I. (2011). Argumentacija. Zagreb: Nakladni zavod Globus.		0			
	Škarić, I. (2000) Temeljni suvremenoga govornišva, Zagreb: Školska knjiga.		0			
Supplementary literature	Aristotel (1989). Retorika. Zagreb: Naprijed. Gračanin, Đ. (1968). Temelji govornišva. Zagreb: Nadbiskupski duhovni stol. Kišiček, G. (2018). Retorika i politika. Zagreb: Naklada jesenski i Turk. Kvintilijan M.F. (1985). Obrazovanje govornika. Sarajevo: Veselin Masleša Nelson, Paul E.; Peason, Judy, C. (1996). Confidence in Public Speaking. Sixth Edition. Boston: Times Mirror Higher Education Group, Inc. Osborn, M.; Osborn, S. (1997). Public Speaking. Third Edition. Boston-New York: Houghton Mifflin Company. Pease, A. (1991). Govor tijela. Ljubljana-Zagreb: Založba Mladinska knjiga. Schopenhauer, A. (1985). Eristička dijalektika. Novi Sad: Bratstvo-Jedinstvo. Škarić, I.; Ivas, I. (ur.) (2007). Razgovori o retorici. Zagreb: Hrvatsko filološko društvo, Filozofski fakultet Sveučilišta u Zagrebu, Odsjek za fonetiku, FF press. Varošanec-Škarić, G. (2010). Fonetska njega glasa i zgovora. Zagreb: FFZG Press.					

	Weston, A. (1992). A Rulebook of Arguments (second edition). Indianapolis/Cambridge: Hackett Publishing Company. Zadro, I. (ur.) (1999). Glasoviti govori. Zagreb: Naklada Zadro.		
Quality assurance	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- active participation in class discussions- individual consultations- presented little and big speech- passed exam and the fulfillment of the other obligations prescribed by the syllabus- student questionnaire on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Defining and determining the characteristics of public speech and its relationship to private. Definition of rhetoric and different types of speech (monologue and dialogue) are explained. The importance of learning public speaking and acquiring public speaking skills is pointed out.	2	P17
Seminar	Presenting and introducing students - raising awareness of the difference between public and private speaking. Dividing the topics of seminar papers and introducing students to the obligations during the course.	1	P17
Week: 2.			
Predavanja	Speech composition - rhetorical scheme: the basis of good speech. Speech design: determining the central idea (thesis) and goal of speech.	2	P17
Seminar	Watching speech recordings and getting acquainted with the speech performance assessment questionnaire. Establishing evaluation criteria. Monitoring the composition of speech, introducing the individual parts of the composition.	1	P17
Week: 3.			
Predavanja	The voice and pronunciation analysis. Voice and pronunciation exercises.	2	P17
Seminar	Improvisation. Recording of speech performances.	1	P17
Week: 4.			
Predavanja	Initial speech design 2 - strategies. Getting to know different speech strategies and determining the characteristics of each. Examples for each strategy.	2	P17
Seminar	Speech performance 1. Students' seminars on different topics (two seminar presentations and two analysis), commenting on seminar papers with reference to the performance evaluation form.	1	P17
Week: 5.			
Predavanja	Introduction to the elements of audience profile and speech adjustment. Choosing strategy according to the established audience profile.	2	P17

Seminar	Speech performance 2. Students' seminars on different topics, commenting on seminar. Commenting on speech status.	1	P17
Week: 6.			
Predavanja	Introduction to the basics of argumentation with special emphasis on the term's definition. Definition and the different types of definitions.	2	P17
Seminar	Speech performance 3. Students' seminars on different topics, commenting on seminar. Commenting on speech status. Practicing the definition.	1	P17
Week: 7.			
Predavanja	Students become aware of the importance of logic in speech. They listen to examples of logical and illogical speech and analyse. Logical connections: induction, deduction, analogy, signs and causal connections.	2	P17
Seminar	Speech performance 4. Students' seminars on different topics, commenting on seminar. Commenting on speech status.	1	P17
Week: 8.			
Predavanja	Speech preparation stages.	2	P17
Seminar	Speech performance Students' seminars on different topics, commenting on seminar. Commenting on speech status. vorenim temama, komentiranje seminarskih. Obrazlaganje i komentiranje govornih statusa.	1	P17
Week: 9.			
Predavanja	Students are introduced to the elements of critical speech listening, with the basics speech and listening etiquette.	2	P17
Seminar	Speech performance 6. Students' seminars on different topics, commenting on seminar. Commenting on speech status.	1	P17
Week: 10.			
Predavanja	Students are introduced to the basics of communication (prosodic features). They learn types of nonverbal signs and their interpretation, especially proxemics.	2	P17
Seminar	Speech performance 7. Students' seminars on different topics, commenting on seminar. Commenting on speech status.	1	P17
Week: 11.			
Predavanja	Students are introduced to different types of appropriate speeches (toasts, ceremony speeches, welcome speeches...). They learn what good occasional speech must have.	2	P17
Seminar	Notes and media. Students are introduced to note-taking techniques as well with how to use media. Practical tips for making presentations are given.	1	P17
Week: 12.			
Predavanja	Introduction to debate. Students get to learn elements of debate, roles in debate, and different types of debate. students invent debating theses that they can use in class	2	P17
Seminar	Special occasion speeches – exercises.	1	P17
Week: 13.			
Predavanja	Introduction to the meeting. Students are get acquainted with the different types of meeting and the rules of conducting the meeting. They learn how prepare and lead the meeting to make it as effective as possible. The class improvises a	2	P17

	meeting (meeting of class teachers in an emergency situation, etc.)		
Seminar	Students are trained in debating.	1	P17
Week: 14.			
Predavanja	Students are introduced to the characteristics of good speaking style and are warn of the most common linguistic and speech errors that occur in public speaking. They are also introduced to the characteristics of speech elegance. They learn modal expressions and the importance of their application in speech.	2	P17
Seminar	Students try to participate in the meeting.	1	P17
Week: 15.			
Predavanja	Teacher conclusion and evaluation.	2	P17
Seminar	Teacher conclusion and evaluation.	1	P17

Course name	Croatian Culture and Civilization 1						
ID	CCC1	Study year	2.				
Lecturer	dr. sc. Helena Burić, v. pred.	ECTS workload	5.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The main objective of the course is to introduce non-native speakers of the Croatian language to the most important aspects and topics of Croatian culture, civilisation, history, art, and literature from the earliest periods up to the mid-19th century and the Croatian National Revival. It also aims to enable a better understanding of Croatian culture and civilisation within a broader European context and to prepare students for independent study of various aspects of Croatian cultural history. Special emphasis will be placed on familiarising students with important cultural and historical events, as well as ideas that have shaped Croatian culture throughout history.						
Enrolment requirements	language, computer, and information literacy knowledge of the English language						
Learning outcomes	Upon completion of this course, students will be able to: explain the most important cultural and historical events, as well as key social and political ideas and concepts that have influenced the formation of Croatian culture throughout history interpret various aspects of Croatian cultural history (language, literature, art, tradition, history, social conditions, geography, etc.) from the arrival of the Croats on the Balkan Peninsula in the 7th century up to the mid-19th century and the Croatian National Revival interpret important literary and other artistic works from different historical and artistic periods interpret various intercultural processes resulting from Croatia's specific historical position between the Mediterranean and Central Europe, and between the Orient and the West develop the ability to read, write, deliver oral presentations on various topics, and think critically in general understand the role and position of Croatian cultural heritage, literature, and art in the context of European and world culture apply acquired knowledge in further independent study of complex issues related to early Croatian cultural history and participate in interdisciplinary studies of Croatian tradition, culture, literature, and art						
Syllabus	Introduction to the course – introduction to Croatian culture, developmental preconditions Croatia before the arrival of the Croats Arrival of the Croats on the Adriatic Sea in the 7th century and social and political conditions in Croatia in the 7th and 8th centuries Medieval Croatian princes and native kings Beginnings of literacy – all languages and scripts used by Croats Glagolitic script and Glagolitic monuments, tablets, and inscriptions People, spaces, ideas, and everyday life in Croatian medieval society Medieval Croatian prose – what stories medieval Croats enjoyed Humanism and the Renaissance: cultural life of Renaissance centres on the Adriatic Marko Marulić, Marulić's Split, and Judita Ancient cults, myths, and beliefs in the Dalmatian Hinterland EXAM 1 Cultural history of Dubrovnik						

	Croatian Baroque, Ivan Gundulić Idealists, visionaries, adventurers, travellers, and their contribution to Croatian culture Enlightenment – changing worldview Croatian culture in the 18th century Towards a modern nation – Croatian National Revival and Romanticism Political thought and political parties and Croatian national identity in the 19th century Croatian traditional music Croatian tangible and intangible cultural heritage City of Split through history Position of women in Croatian culture and female characters in Croatian literature; despised and celebrated heroines; saints and witches Croatian culture in the European context, famous Croats Synthesis of the course material and preparation for the final exam				
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐
Student obligations	behave in accordance with ethical and academic principles in higher education teaching participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course prepare and present a seminar paper according to predefined criteria pass the written and oral exam obtain information about missed classes during instructor consultation hours and from fellow students actively and constructively participate in classes				
Monitoring student work	Class attendance	☒	Research	☐ Practical work	☐
	Experimental work	☐	Paper	☐ Essay	☐
	Seminar paper	☒	Midterm exam	☐ Oral exam	☒
	Written exam	☒	Project	☐ Participation in class	☒
		☐			☐
		☐			
Assessment and evaluation of student work	Performance will be assessed based on active participation in classes, success in completing various tasks (10%), the quality of the seminar paper (30%), and the results of the final written (40%) and oral exam (20%). The assessment and grading criteria for individual components are described in the course repository.				
Required literature	Title		Number of copies available	Availability via other media	
	Various professional and scientific articles, essays, literary works (novels, short stories, poetry, etc.) and newspaper texts, as well as visual, musical, and film works by Croatian authors.			The teaching material in English is	

			provided by the lecturer.
	Goldstein, Ivo. Croatia A History. London: C. Hurst & Co. (Publishers) Ltd. 1999.		yes
	Prosperov Novak, Slobodan. Povijest hrvatske književnosti - raspeta domovina (svezak I.). Split: Marjan tisak. 2004.		yes
	Horvat, Josip. Kultura Hrvata kroz 1000 godina. sv. 1. i 2., Zagreb 1980.		yes
	Moguš, Milan. History of Croatian Literary Language. Zagreb: NZ Globus. 1993.		yes
	Julius Norwich, John. Croatia: Aspects of Art, Architecture and Cultural Heritage. London: Francis Lincoln Limited. 2009.		yes
Supplementary literature	Raukar, T. Hrvatsko srednjovjekovlje. Zagreb 1997. Frangješ, I. Povijest hrvatske književnosti. Zagreb - Ljubljana. 1987. Fortis, A. Travels into Dalmatia. London. 1778. Guldescu, Stanko. Croatia: Land, People Culture. Toronto. 1964. Supićić, Ivan. Croatia in the Early Middle Ages. London: Philip Wilson Publishers Ltd. 2001. Supićić, Ivan. Croatia in the Late Middle Ages and the Renaissance. London: Philip Wilson Publishers Ltd. 2007. Udier, Sanda Lucija. Hrvatska na prvi pogled. Zagreb: FF Press. 2014. Wilkes. J. Dalmatia: A History of the Roman Province. London. 1969. Različiti stručni i znanstveni članci, eseji, književni (romani, kratke priče, poezija...) i novinski tekstovi, likovna, glazbena i filmska djela hrvatskih autora prevedena na engleski jezik (preporuča predavač/ica prema iskazanim interesima studenata).		
Quality assurance	class attendance, participation in class, and success in completing assigned tasks student survey on the quality of teaching and instructors at the university level passed exam and fulfillment of other syllabus-required obligations individual consultations students' self-assessment of achieved learning outcomes peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the course – introduction to Croatian culture, developmental preconditions Croatia before the arrival of the Croats	2	
Predavanja	Arrival of the Croats on the Adriatic Sea in the 7th century and the social and political conditions in Croatia in the 7th and 8th centuries Medieval Croatian princes and native kings	2	
Week: 2.			
Seminar	Seminars	2	
Seminar	Seminars	2	
Week: 3.			

Predavanja	Beginnings of literacy – all languages and scripts used by the Croats Glagolitic script and Glagolitic monuments, tablets, and inscriptions People, spaces, ideas, and everyday life in medieval Croatia Medieval Croatian prose – the stories medieval Croats enjoyed	2	
Seminar	Seminars	2	
Week: 4.			
Predavanja	Humanism and the Renaissance: cultural life of Renaissance centres on the Adriatic Marko Marulić, Marulić's Split, and Judita Ancient cults, myths, and beliefs in the Dalmatian Hinterland	2	
Seminar	Seminars	2	
Week: 5.			
Predavanja	Cultural history of Dubrovnik	2	
Seminar	Seminars	2	
Week: 6.			
Predavanja	Croatian Baroque Ivan Gundulić	2	
Seminar	Seminars	2	
Week: 7.			
Predavanja	Idealists, visionaries, adventurers, travellers, and their contribution to Croatian culture	2	
Seminar	Seminars Midterm Exam	2	
Week: 8.			
Predavanja	Enlightenment – changing worldview Croatian culture in the 18th century	2	
Seminar	Seminars	2	
Week: 9.			
Predavanja	Towards a modern nation – Croatian National Revival and Romanticism	2	
Seminar	Seminars	2	
Week: 10.			
Predavanja	Political thought and political parties, and Croatian national identity in the 19th century	2	
Seminar	Seminars	2	
Week: 11.			
Predavanja	Croatian traditional music Croatian tangible and intangible cultural heritage	2	
Seminar	Seminars	2	
Week: 12.			
Predavanja	The city of Split through history	2	
Seminar	Seminars	2	
Week: 13.			

Predavanja	The position of women in Croatian culture and female characters in Croatian literature; despised and celebrated heroines; saints and witches	2	
Seminar	Seminari	2	
Week: 14.			
Predavanja	Croatian culture in the European context, famous Croats	2	
Seminar	Seminars	2	
Week: 15.			
Seminar	Seminars	2	
Predavanja	Synthesis of course material and preparation for the final exam	2	

Course name	Croatian Culture and Civilization 2						
ID		Study year	2.				
Lecturer	dr. sc. Helena Burić, v. pred.	ECTS workload	5.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of the course is to introduce Erasmus students and students from other academic mobility programs to Croatian culture and civilisation from the mid-19th century and the Croatian National Revival up to the present day, enabling them to gain a better understanding of Croatian culture and civilisation within a broader European context. The course is interdisciplinary and primarily intended for international students, providing a detailed insight into Croatian cultural heritage from the perspectives of Croatian philosophers, historians, cultural theorists, linguists, literary scholars, writers, and artists, and preparing them for independent study of various aspects of modern Croatian culture.						
Enrolment requirements	language, computer, and information literacy proficiency in the English language						
Learning outcomes	Upon completion of this course, students will be able to: explain the most important cultural and historical events, as well as key social and political ideas and concepts that have influenced the development of modern Croatian culture interpret and analyze various aspects of Croatia's cultural history (literature, art, tradition, history, social conditions, geography, etc.) from the mid-19th century and the Croatian National Revival up to the present day interpret significant literary, musical, and artistic works from different artistic and stylistic periods interpret various intercultural processes resulting from Croatia's specific historical position between the Mediterranean and Central Europe, and between the Orient and the West develop the ability to read, write, present orally on various topics, and think critically in general understand the role and position of Croatian cultural heritage, literature, and art in the context of European and world culture apply acquired knowledge in further independent study of complex issues related to Croatian cultural history and participate in interdisciplinary studies of Croatian tradition, culture, literature, and art						
Syllabus	Introduction to the course, introduction to Croatian cultural history Ideas of the Croatian National Revival and Croatian Romanticism, Illyrianism versus Croatism The Proto-Realism and Realism period The role of gender in social and cultural life at the end of the 19th century, the social position of women Fin de siècle in Croatia, urban and rural culture at the turn of the century Croatian emigrants – the fate of travellers with a one-way ticket The development of the bourgeoisie and modern civic culture Croatian Modernism The avant-garde in Croatia EXAM 1 Croatia in World War I and the interwar period Expressionism Croatia in World War II Communism and the Socialist Federal Republic of Yugoslavia (SFRY) Everyday life in a communist country						

	Painting, sculpture, and architecture during the communist period Miroslav Krleža From communism to democracy Contemporary Croatian poetry Croatian film Social and cultural significance of contemporary Croatian music Cultural and physical geography of Croatia City of Split The most important elements of Croatia's cultural identity Croatia in the 21st century Synthesis of course material and preparation for the final exam					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	behave in accordance with ethical and academic principles in higher education teaching participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course prepare and present a seminar paper according to predefined criteria pass the written and oral exams obtain information about missed classes during instructor consultation hours and from fellow students actively and constructively participate in classes					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Performance will be assessed on the basis of active participation in classes, success in completing various tasks (10%), the quality of the seminar paper (30%), and the results of the final written (40%) and oral exam (20%). The assessment and grading criteria for individual components are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Various professional and scientific articles, essays, literary works (novels, short stories, poetry, etc.), and newspaper texts, as well as visual, musical, and film works by Croatian authors.				The teaching materials in English are provided by the lecturer.	
	Goldstein, Ivo. Croatia A History. London: C. Hurst & Co. (Publishers) Ltd. 1999.				yes	
	Prosperov Novak, Slobodan. Povijest hrvatske književnosti - između Pešte, Beča i Beograda (svezak II.). Split: Marjan tisak. 2004.				yes	

	Prosperov Novak, Slobodan. Povijest hrvatske književnosti - sjećanje na dobro i zlo (svezak III.). Split: Marjan tisak. 2004.		yes
	Prosperov Novak, Slobodan. Povijest hrvatske književnosti - suvremena književna republika (svezak IV.). Split: Marjan tisak. 2004		yes
	Šidak, J.; Gross, M.; Karaman, I.; Šepić, D. Povijest hrvatskog naroda 1860-1914. Zagreb: Školska knjiga. 1968.		yes
	Moguš, Milan. History of Croatian Literary Language. Zagreb: NZ Globus. 1993.		yes
Supplementary literature	Frangeš, I. Povijest hrvatske književnosti. Zagreb - Ljubljana. 1987. Julius Norvich, John. Croatia: Aspects of Art, Architecture and Cultural Heritage. London: Francis Lincoln Limited. 2009 Guldescu, Stanko. Croatia: Land, People Culture. Toronto. 1964. McFarlane, Bruce. Yugoslavia: Politics, Economics and Society. London: Pinter. 1988. Udier, Sanda Lucija. Hrvatska na prvi pogled. Zagreb: FF Press. 2014. arious professional and scientific articles, essays, literary works (novels, short stories, poetry, etc.), and newspaper texts, as well as visual, musical, and film works by Croatian authors, translated into English (recommended by the lecturer based on the students' expressed interests).		
Quality assurance	participation in classes and success in completing assigned tasks student survey on the quality of teaching and instructors at the university level passed exam and fulfillment of other syllabus-required obligations individual consultations students' self-assessment of achieved learning outcomes peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the course, introduction to Croatian cultural history Ideas of the Croatian National Revival and Croatian Romanticism, Illyrianism versus Croatism	2	
Seminar	Seminars	2	
Week: 2.			
Predavanja	The period of Proto-Realism and Realism	2	
Seminar	Seminari	2	
Week: 3.			
Predavanja	Fin de siècle in Croatia, urban and rural culture at the turn of the century Croatian emigrants – the fate of travellers with a one-way ticket	2	
Seminar	Seminars	2	
Week: 4.			
Predavanja	The development of the bourgeoisie and modern civic culture	2	
Seminar	Seminars	2	

Week: 5.			
Predavanja	Croatian Moderna The avant-garde in Croatia	2	
Seminar	Seminars	2	
Week: 6.			
Predavanja	Midterm Exam	2	
Seminar	Seminars	2	
Week: 7.			
Predavanja	Croatia in World War I and the interwar period Expressionism	2	
Seminar	Seminari	2	
Week: 8.			
Predavanja	Croatia in the period of WW2 Communism	2	
Seminar	Seminars	2	
Week: 9.			
Predavanja	Everyday life in a communist country Painting, sculpture, and architecture from the communist period Miroslav Krlježa	2	
Seminar	Seminars	2	
Week: 10.			
Predavanja	From communism to democracy	2	
Seminar	Seminars	2	
Week: 11.			
Predavanja	Contemporary Croatian poetry Croatian film	2	
Seminar	Seminars	2	
Week: 12.			
Predavanja	Social and cultural significance of contemporary Croatian music Cultural and physical geography of Croatia	2	
Seminar	Seminars	2	
Week: 13.			
Predavanja	City of Split The most important components of the Croatian cultural identity	2	
Seminar	Seminars	2	
Week: 14.			
Predavanja	21st century Croatia	2	
Seminar	Seminars	2	
Week: 15.			
Seminar	Seminars	2	
Predavanja	Synthesis of course material and preparation for the final exam	2	

Course name		Croatian language for Foreigners C2				
ID		Study year	2.			
Lecturer	Ina Bilonić, lekt. dr. sc. Helena Burić, v. pred. dr. sc. Josipa Korljan Bešlić, v. lekt.	ECTS workload	5.0			
Associates		Number of hours	L	S	E	P
			0	0	140	0
Course status	Elective	Online percentage	0%			
Course description						
Course aims	Cilj je kolegija upoznati polaznike s gramatičkim i pravopisnim zakonitostima hrvatskoga jezika sa svrhom primjene tih spoznaja u svakodnevnom služenju hrvatskim jezikom.					
Enrolment requirements	Završen Hrvatski jezik za strance C1.2 ili potvrda o poznavanju hrvatskog jezika na C1.2 razini.					
Learning outcomes	Po završetku kolegija studenti će moći: 1. objasniti gramatička i pravopisna pravila hrvatskoga jezika 2. analizirati tematski i gramatički različite vrste tekstova 3. primijeniti jezične zakonitosti u svakodnevnom govoru 4. sudjelovati u raspravama s najrazličitijim temama 5. argumentirati vlastite stavove, mišljenje i osjećaje 6. pisati različite vrste tekstova 7. upotrebljavati hrvatski jezik na razini izvornoga govornika 8. samostalno se koristiti jezičnim priručnicima					
Syllabus	1. tjedan: a) teme i leksik: Uskrs, uskrsni običaji u Hrvatskoj i svijetu, bonton b) gramatičke jedinice: brojevi, redni brojevi, sročnost po broju, upravni i neupravni govor c) kulturološke teme: Uskrs, bonton 2. tjedan: a) teme i leksik: briga za okoliš b) gramatičke jedinice: sročnost c) kulturološke teme: Dan planeta Zemlja, Srednja Dalmacija i otoci 3. tjedan: a) teme i leksik: posao, prava radnika, prijava za posao, intervju za posao b) gramatičke jedinice: uvježbavanje pravila sročnosti c) kulturološke teme: Međunarodni praznik rada 4. tjedan: a) teme i leksik: umjetnost, umjetnici, glazba, obitelj b) gramatičke jedinice: zamjenice, zavisnosložene rečenice c) kulturološke teme: Majčin dan, Međunarodni dan obitelji, Međimurje 5. tjedan: a) teme i leksik: umjetnost, umjetnici, slikarstvo i kiparstvo, hobiji b) gramatičke jedinice: zavisnosložene rečenice c) kulturološke teme: Međunarodni dan muzeja, Svjetski dan kulturnog razvoja, Lika 6. tjedan: a) teme i leksik: parkovi prirode i nacionalni parkovi u Hrvatskoj b) gramatičke jedinice: pisanje zareza, pravopis, ponavljanje stečenih znanja c) kulturološke teme: Dan zaštite prirode u RH; Istra 7. tjedan: a) teme i leksik: zdravlje, sport, hobiji b) gramatičke jedinice: ponavljanje stečenih znanja, pisanje završnoga testa c) kulturološke teme: Svjetski dan sporta, Dan nepušenja, Tijelovo					

	<p>8. tjedan:</p> <p>a) teme i leksik: mladi i komunikacija; društvene mreže, žargonizmi</p> <p>b) gramatičke jedinice: ponavljanje stečenih znanja</p> <p>c) kulturološke teme: Festival europske kratke priče</p> <p>9. tjedan:</p> <p>a) teme i leksik: predstavljanje, ljetovanje, putovanja</p> <p>b) gramatičke jedinice: kolokacije, sinonimi, antonimi, književnoumjetnički stil</p> <p>c) kulturološke teme: filmska umjetnost, ZagrebDox</p> <p>10. tjedan:</p> <p>a) teme i leksik: slobodno vrijeme, položaj žena u suvremenom društvu</p> <p>b) gramatičke jedinice: paronimi, književnoumjetnički stil (nastavak)</p> <p>c) kulturološke teme: Međunarodni dan žena</p> <p>11. tjedan:</p> <p>a) teme i leksik: hrvatski jezik u svakodnevnoj uporabi, jezik reklama</p> <p>b) gramatičke jedinice: glagolski vid, prefiksacija glagola, književnoumjetnički stil (nastavak)</p> <p>c) kulturološke teme: reklame i reklamni slogani, Dani hrvatskog jezika</p> <p>12. tjedan:</p> <p>a) teme i leksik: kazalište, hrvatski mediji</p> <p>b) gramatičke jedinice: futur egzaktni, etnici, internacionalizmi, novinarsko-publicistički stil</p> <p>c) kulturološke teme: Svjetski dan voda, Svjetski dan kazališta</p> <p>13. tjedan:</p> <p>a) teme i leksik: crna kronika, borba protiv nasilja</p> <p>b) gramatičke jedinice: parafraze, sklonidba imena, novinarsko-publicistički stil (nastavak)</p> <p>c) kulturološke teme: suvremeno novinstvo, 1. travnja</p> <p>14. tjedan:</p> <p>a) teme i leksik: rad, molba, životopis, intervju za posao, djetinjstvo, odgoj, uloga mladih u društvu</p> <p>b) gramatičke jedinice: nezavisnosložene rečenice, administrativno-poslovni stil, nezavisnosložene rečenice (nastavak), upravni i neupravni govor c) kulturološke teme: problem nezaposlenosti, Svjetski dan zdravlja, Dan mladih na usluzi, Svjetski dan glasa</p> <p>15. tjedan:</p> <p>a) teme i leksik: ekologija, običaji vezani uz Uskrs, blagdanska hrana i jelovnici, zaštita okoliša</p> <p>b) gramatičke jedinice: veliko i malo slovo, brojevi, znanstveni stil, neodređene zamjenice, enklitike, aorist i imperfekt</p> <p>c) kulturološke teme: Dan planeta Zemlja, Veliki tjedan, Uskrs, Dan poticanja korištenja obnovljivih izvora energije, Dan plesa</p> <p>Izrada i prezentacija eseja na unaprijed zadanu temu i priprema za završni pisani i usmeni ispit.</p>		
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐ ☐
Student obligations	<p>- aktivno i konstruktivno sudjelovati u nastavnom procesu</p> <p>- sudjelovati i izvršavati nastavne i izvannastavne (individualne i grupne) aktivnosti koje omogućavaju stjecanje ishoda učenja predviđenih kolegijem</p> <p>- nazočnost na nastavi minimalno 80 % (nazočnost na nastavi ne ulazi u ocjenu, ali je preduvjet za izlazak na ispit)</p> <p>- ponašati se u skladu s etičkim i znanstvenim načelima u visokoškolskoj nastavi</p> <p>- položiti pisani i usmeni ispit</p> <p>- izraditi seminarski, terensko-istraživački rad</p>		

	- informirati se o nastavi s koje su izostali u vrijeme konzultacija nastavnika i s drugim studentima - priržavati se predviđenih vremenskih okvira za obavljanje zadataka i aktivnosti na kolegiju					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Uspjeh će se vrednovati na temelju sudjelovanja i aktivnoga rada na vježbama, aktivnoga sudjelovanja u raspravama i uspješnosti ispunjavanja predviđenih zadataka tijekom nastave (10%), izrađen i prezentiran seminarski rad (28.800 znakova) (30 %) te rezultata usmenoga (30 %) i pismenoga ispita (30%). Kriteriji vrednovanja i ocjenjivanja pojedinih elemenata opisani su u repozitoriju kolegija.					
Required literature	Title		Number of copies available	Availability via other media		
	Korljan Bešlić, Josipa: S hrvatskim na ti (skripta). 2023.		0	da		
	Udier, Sanda Lucija. Razgovarajte s nama B2 – C1. Zagreb: FF Press. 2014.		2			
	aktualni članci iz dnevnog tiska, romani hrvatskih autora, znanstveni članci... (određuju se prema interesima polaznika)			da		
	dvojezični rječnik (hrvatsko-engleski, hrvatsko-njemački, hrvatsko-španjolski...)		1	da		
Supplementary literature	Anić, V. Rječnik hrvatskog jezika. Zagreb, Novi liber, 1994. Babić, Moguš. Hrvatski pravopis. Zagreb: Školska knjiga, 2011. Čubrić, Marina, Barbaroša-Šikić, Mirela. Praktični pravopis s vježbama i zadacima. Zagreb:Školska knjiga. 2004. Ham, Sanda. Školska gramatika hrvatskoga jezika. Zagreb:Školska knjiga. 2000. Pandžić, Vlado, Sabljak, Vlasta. Hrvatska darovnica. Zagreb:Profil. 1999					
Quality assurance	nazočnost na nastavi, aktivnost na nastavi, uspješnost u obavljanju predviđenih zadataka - studentska anketa o kvaliteti nastave i nastavnika na sveučilišnoj razini - položeni ispiti i ostvarene druge silabom propisane obveze - individualne konzultacije - samoprocjena studenata postignutih ishoda učenja - suradnička procjena provedbe i kvalitete nastavnoga procesa					
Other (in the opinion of the proponent)						
Syllabus						
Class type	Topic		Teaching hours	Location		
Week: 1.						
Lektorske vježbe	a) teme i leksik: Uskrs, uskrсни običaji u Hrvatskoj i svijetu, bonton		9			

	b) gramatičke jedinice: brojevi, redni brojevi, sročnost po broju, upravni i neupravni govor c) kulturološke teme: Uskrs, bonton		
Lektorske vježbe	a) teme i leksik: Uskrs, uskrсни običaji u Hrvatskoj i svijetu, bonton b) gramatičke jedinice: brojevi, redni brojevi, sročnost po broju, upravni i neupravni govor c) kulturološke teme: Uskrs, bonton	9	
Week: 2.			
Lektorske vježbe	a) teme i leksik: briga za okoliš b) gramatičke jedinice: sročnost c) kulturološke teme: Dan planeta Zemlja, Srednja Dalmacija i otoci	9	
Week: 3.			
Lektorske vježbe	a) teme i leksik: posao, prava radnika, prijava za posao, intervju za posao b) gramatičke jedinice: uvježbavanje pravila sročnosti c) kulturološke teme: Međunarodni praznik rada	9	
Week: 4.			
Lektorske vježbe	a) teme i leksik: umjetnost, umjetnici, glazba, obitelj b) gramatičke jedinice: zamjenice, zavisnosložene rečenice c) kulturološke teme: Majčin dan, Međunarodni dan obitelji, Međimurje	9	
Week: 5.			
Lektorske vježbe	a) teme i leksik: umjetnost, umjetnici, slikarstvo i kiparstvo, hobiji b) gramatičke jedinice: zavisnosložene rečenice c) kulturološke teme: Međunarodni dan muzeja, Svjetski dan kulturnog razvoja, Lika	9	
Week: 6.			
Lektorske vježbe	a) teme i leksik: parkovi prirode i nacionalni parkovi u Hrvatskoj b) gramatičke jedinice: pisanje zareza, pravopis, ponavljanje stečenih znanja c) kulturološke teme: Dan zaštite prirode u RH; Istra	9	
Week: 7.			
Lektorske vježbe	a) teme i leksik: zdravlje, sport, hobiji b) gramatičke jedinice: ponavljanje stečenih znanja, pisanje završnoga testa c) kulturološke teme: Svjetski dan sporta, Dan nepušenja, Tijelovo	9	
Week: 8.			
Lektorske vježbe	a) teme i leksik: mladi i komunikacija; društvene mreže, žargonizmi b) gramatičke jedinice: ponavljanje stečenih znanja c) kulturološke teme: Festival europske kratke priče	9	
Week: 9.			
Lektorske vježbe	a) teme i leksik: predstavljanje, ljetovanje, putovanja b) gramatičke jedinice: kolokacije, sinonimi, antonimi, književnoumjetnički stil c) kulturološke teme: filmska umjetnost, ZagrebDox	9	

Week: 10.			
Lektorske vježbe	a) teme i leksik: slobodno vrijeme, položaj žena u suvremenom društvu b) gramatičke jedinice: paronimi, književnoumjetnički stil (nastavak) c) kulturološke teme: Međunarodni dan žena	9	
Week: 11.			
Lektorske vježbe	a) teme i leksik: hrvatski jezik u svakodnevnoj uporabi, jezik reklama b) gramatičke jedinice: glagolski vid, prefiksacija glagola, književnoumjetnički stil (nastavak) c) kulturološke teme: reklame i reklamni slogani, Dani hrvatskog jezika	9	
Week: 12.			
Lektorske vježbe	a) teme i leksik: kazalište, hrvatski mediji b) gramatičke jedinice: futur egzaktni, etnici, internacionalizmi, novinarsko-publicistički stil c) kulturološke teme: Svjetski dan voda, Svjetski dan kazališta	9	
Week: 13.			
Lektorske vježbe	a) teme i leksik: crna kronika, borba protiv nasilja b) gramatičke jedinice: parafraze, sklonidba imena, novinarsko-publicistički stil (nastavak) c) kulturološke teme: suvremeno novinstvo, 1. travnja	9	
Week: 14.			
Lektorske vježbe	a) teme i leksik: rad, molba, životopis, intervju za posao, djetinjstvo, odgoj, uloga mladih u društvu b) gramatičke jedinice: nezavisnosložene rečenice, administrativno-poslovni stil, nezavisnosložene rečenice (nastavak), upravni i neupravni govor c) kulturološke teme: problem nezaposlenosti, Svjetski dan zdravlja, Dan mladih na usluzi, Svjetski dan glasa	9	
Week: 15.			
Lektorske vježbe	1. tjedan: a) teme i leksik: Uskrs, uskrсни običaji u Hrvatskoj i svijetu, bonton b) gramatičke jedinice: brojevi, redni brojevi, sročnost po broju, upravni i neupravni govor c) kulturološke teme: Uskrs, bonton 2. tjedan: a) teme i leksik: briga za okoliš b) gramatičke jedinice: sročnost c) kulturološke teme: Dan planeta Zemlja, Srednja Dalmacija i otoci 3. tjedan:	14	
	a) teme i leksik: posao, prava radnika, prijava za posao, intervju za posao b) gramatičke jedinice: uvježbavanje pravila sročnosti c) kulturološke teme: Međunarodni praznik rada 4. tjedan: a) teme i leksik: umjetnost, umjetnici, glazba, obitelj b) gramatičke jedinice: zamjenice, zavisnosložene rečenice		

	<p>c) kulturološke teme: Majčin dan, Međunarodni dan obitelji, Međimurje</p> <p>5. tjedan:</p> <p>a) teme i leksik: umjetnost, umjetnici, slikarstvo i kiparstvo, hobiji</p> <p>b) gramatičke jedinice: zavisnosložene rečenice</p> <p>c) kulturološke teme: Međunarodni dan muzeja, Svjetski dan kulturnog razvoja, Lika</p> <p>6. tjedan:</p> <p>a) teme i leksik: parkovi prirode i nacionalni parkovi u Hrvatskoj</p> <p>b) gramatičke jedinice: pisanje zareza, pravopis, ponavljanje stečenih znanja</p> <p>c) kulturološke teme: Dan zaštite prirode u RH; Istra</p> <p>7. tjedan:</p> <p>a) teme i leksik: zdravlje, sport, hobiji</p> <p>b) gramatičke jedinice: ponavljanje stečenih znanja, pisanje završnoga testa</p> <p>c) kulturološke teme: Svjetski dan sporta, Dan nepušenja, Tijelovo</p> <p>8. tjedan:</p> <p>a) teme i leksik: mladi i komunikacija; društvene mreže, žargonizmi</p> <p>b) gramatičke jedinice: ponavljanje stečenih znanja</p> <p>c) kulturološke teme: Festival europske kratke priče</p> <p>9. tjedan:</p> <p>a) teme i leksik: predstavljanje, ljetovanje, putovanja</p> <p>b) gramatičke jedinice: kolokacije, sinonimi, antonimi, književnoumjetnički stil</p> <p>c) kulturološke teme: filmska umjetnost, ZagrebDox</p> <p>10. tjedan:</p> <p>a) teme i leksik: slobodno vrijeme, položaj žena u suvremenom društvu</p> <p>b) gramatičke jedinice: paronimi, književnoumjetnički stil (nastavak)</p> <p>c) kulturološke teme: Međunarodni dan žena</p> <p>11. tjedan:</p> <p>a) teme i leksik: hrvatski jezik u svakodnevnoj uporabi, jezik reklama</p> <p>b) gramatičke jedinice: glagolski vid, prefiksacija glagola, književnoumjetnički stil (nastavak)</p> <p>c) kulturološke teme: reklame i reklamni slogani, Dani hrvatskog jezika</p> <p>12. tjedan:</p> <p>a) teme i leksik: kazalište, hrvatski mediji</p> <p>b) gramatičke jedinice: futur egzaktni, etnici, internacionalizmi, novinarsko-publicistički stil</p> <p>c) kulturološke teme: Svjetski dan voda, Svjetski dan kazališta</p> <p>13. tjedan:</p> <p>a) teme i leksik: crna kronika, borba protiv nasilja</p> <p>b) gramatičke jedinice: parafraze, sklonidba imena, novinarsko-publicistički stil (nastavak)</p> <p>c) kulturološke teme: suvremeno novinstvo, 1. travnja</p> <p>14. tjedan:</p> <p>a) teme i leksik: rad, molba, životopis, intervju za posao, djetinjstvo, odgoj, uloga mladih u društvu</p>	
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	<p>b) gramatičke jedinice: nezavisnosložene rečenice, administrativno-poslovni stil, nezavisnosložene rečenice (nastavak), upravni i neupravni govor</p> <p>c) kulturološke teme: problem nezaposlenosti, Svjetski dan zdravlja, Dan mladih na usluzi, Svjetski dan glasa</p> <p>15. tjedan:</p> <p>a) teme i leksik: ekologija, običaji vezani uz Uskrs, blagdanska hrana i jelovnici, zaštita okoliša</p> <p>b) gramatičke jedinice: veliko i malo slovo, brojevi, znanstveni stil, neodređene zamjenice, enklitike, aorist i imperfekt</p> <p>c) kulturološke teme: Dan planeta Zemlja, Veliki tjedan, Uskrs, Dan poticanja korištenja obnovljivih izvora energije, Dan plesa</p> <p>Izrada i prezentacija eseja na unaprijed zadanu temu i priprema za završni pisani i usmeni ispit.</p> <p>Terenska nastava</p>	
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Course name	Interpretation of Literary Texts						
ID	HZH715	Study year	2.				
Lecturer	prof. dr. sc. Boris Škvorc	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	20%				
Course description							
Course aims	<p>The broadly conceived aim of this course is to equip students to competently and professionally read the most complex forms of literary and non-literary texts, with awareness of achieving consensus, the ideological conditionedness of every reading, and the fact that one always reads within some overarching hegemony. Other broadly conceived course goals are: to develop critical reading while respecting certain premises of individual methodologies for reading and interpreting texts. Students will acquire several reading models determined by different identities and methodologies: post-structuralist, postcolonial, feminist, and phenomenologically grounded reading.</p> <p>Alongside the practical approach, students should also learn the theoretical foundations of various methodological approaches to literary and non-literary texts, with an emphasis on theoretical approaches to literature and culture from the second half of the twentieth century.</p> <p>A particularly important goal is to learn how to decode the ideological conditions of reading and the discursive givens of an interpretive starting point.</p> <p>Finally, an important goal is the development of critical thinking, navigating the intersections of different humanistic disciplines, and applying theoretical literature in various discourses: in the classroom, in a research environment, in media work, or in the context of launching one's own initiative in the field of culture and the humanities.</p> <p>In addition, the course will develop students' awareness of reading competence.</p>						
Enrolment requirements	No prerequisites						
Learning outcomes	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none">- investigate the meaning and structure of literary and non-literary texts in the context of European humanities and twentieth-century culture;- study scholarly and professional literature while taking into account comparative and evaluative factors;- apply reflective and critical methods in forming their own assumptions about cultural and literary concepts, poetics, literary value, and the influence of ideologies and hegemonies on the meaning/reading of texts;- discuss research approaches used in the fields of history, humanities, literature, literary theory, and cultural theory;- discuss key questions from the field of theoretical study of cultural history, theoretical thought, and humanistic paradigms at the local, national, and international levels;- apply the knowledge and methodological skills gained in this course to the study and teaching of literature and culture, as well as to critical participation in social life and professional career;-be able to apply creative elements of the text evaluation process in creating their own space for action in their later professional life;- participate in and carry out teaching activities (individual and group) that enable the acquisition of learning outcomes envisaged by the course.						
Syllabus	<p>1. Introductory seminar and lecture: problems of interpreting literary texts (approaches, strategies, methods)</p> <p>2. Hegemony, discourse, consensus, reading/interpretation of literary texts (literary texts) and questions of ideology</p>						

	<p>3. Structuralist, post-structuralist, and deconstructive approach to text (structuralism and post-structuralism; questions of deconstruction; the relationship between modern and post-modern): Texts: poetry (Mihalić, Slamnig, Bagić), prose (Marinković's The Kiss, Andrić's The Damned Yard, Novak's Out-of-Board Diary, Slamnig's The Better Half of Courage)</p> <p>4. Feminist approach to text: Interpretation of 'male' and 'female' texts. Poetry: Slavko Mihalić, Božica Zoko; short prose: Tanja Mravak, Dubravka Ugrešić, Mirko Kovač, Filip David; novels: Zadie Smith's On Beauty, Vladan Desnica's Winter Vacation</p> <p>5. Postcolonial approach to text: Ivo Andrić's The Bosnian Chronicle, Ludwig Bauer's Homeland, Oblivion, Dubravka Ugrešić's The Ministry of Pain, Kiran Desai's The Inheritance of Loss</p> <p>6. Phenomenological approach to text: Slobodan Novak's Out-of-Board Diary, Igor Štriks' Elijah's Chair, Vladan Arsenijević's Predator, Marinković's Common Bath</p> <p>7. Final online presentations and evaluation of student projects</p> <p>NOTE: Alongside the aforementioned novels and stories, it is possible that instructors and students will select other works from contemporary South Slavic and European literatures.</p>					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☐ ☐ ☐ ☐	
Student obligations	<p>1. Attendance at lectures and seminars</p> <p>Note:</p> <p>Attendance in the course does not count toward the final grade, but it is a prerequisite for taking the exam.</p> <p>Minimum attendance for lectures: 80%.</p> <p>Minimum attendance for seminars: 80%.</p> <p>2. Inform yourself about the classes the student missed during the instructor's office hours and with other students.</p> <p>3. Write an essay and seminar paper according to the instructions. Participate in completing e-tasks.</p> <p>4. Respect the ethical and scientific principles of the higher education institution.</p> <p>5. Adhere to the timeframes required for completing course activities.</p>					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☒	Essay	☒
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☒	Participation in class	☐
		☐		☐		☐
		☐				
Assessment and evaluation of student work	<p>Success will be evaluated based on participation in lectures and seminars and the fulfillment of seminar obligations (essay, seminar paper, research paper, and participation in online discussions).</p> <p>In accordance with the learning outcomes of the course and the student's obligations, the final course grade is formed based on the achievement of the following elements:</p> <p>Activity in lectures and online discussions — 20%</p> <p>Online discussions about other students' seminars — 10%</p> <p>Seminar paper — 30%</p>					

	Final essay — 40% The criteria for evaluation and grading are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Butler, J. (2002). Nevolje s rodom. Zagreb: Ženska infoteka.	2	Da
	Compagnon, A. (2007). Demon teorije. Zagreb: AGM.	2	Da
	Eco, U. (2006). Šest šetnji pripovjednim šumama. Zagreb: Algoritam.	2	Da
	Spivak, G. C. (2011). Nacionalizam i imaginacija. Zagreb: Fraktura.	2	Da
	Biti, V. (1992). Suvremene teorije pripovijedanja. Zagreb: Globus.	2	Da
	Škvorc B. (2017) Naracija nacije: problemi (književne) pri/povijesti	2	Da
Supplementary literature	Biti, V. (2000). Pojmovnik suvremene književne i kulturne teorije. Zagreb: Matica hrvatska. Eagleton, T. (2005). Teorija i nakon nje. Zagreb: Algoritam. Foucault, M. (2002). Riječi i stvari. Zagreb: Golden Marketing. Peleš, G. (1999). Tumačenje romana. Zagreb: ArTrezor Naklada. Vuković, T. (2010). Muzama iza leđa. Čitanja hrvatske poezije. Zagreb: Zagrebačka slavistička škola Said, E. (2008). Orijentalizam. Beograd XX. Vek.		
Quality assurance	- Attendance at classes, activity in class, and successful completion of assignments. - Student survey on the quality of teaching and instructors at the university level. - Passing the exam and fulfilling other obligations prescribed by the syllabus. - Individual consultations. - Students' self-assessment of achieved learning outcomes. - Collaborative evaluation of implementation.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Uvodni seminar i predavanje: problemi interpretacije književnog teksta (pristupi, strategije, metode)	2	
Predavanja	Referati, seminari i rasprave	2	
Seminar	1. Uvodni seminar i predavanje: problemi interpretacije književnog teksta (pristupi, strategije, metode)	2	
Week: 2.			
Predavanja	2. Hegemonija, diskurs, konsenzus, čitanje/interpretacija književnog teksta (književnih tekstova) i pitanja ideologije	2	
Predavanja	Referati, seminari i rasprave	2	
Week: 3.			
Predavanja	I dio: Strukturalistički, post-strukturalistički i de-konstrukcijski pristup tekstu (strukturalizam i poststrukturalizam; pitanja	2	

	dekonstrukcije; odnosa moderne i post-moderne): Tekstovi: poezija (Mihalić, Slamnig, Bagić), proza (Marinkovićev Zagrljaj, Andrićeva Prokleta avlija, Novakov Izvanbrodski dnevnik, Slamnigova Bolja polovica hrabrosti)		
Seminar	Prezentacija seminara. Rasprave	2	
Week: 4.			
Predavanja	II dio: 3. Strukturalistički, post-strukturalistički i de-konstrukcijski pristup tekstu (strukturalizam i poststrukturalizam; pitanja dekonstrukcije; odnosa moderne i post-moderne): Tekstovi: poezija (Mihalić, Slamnig, Bagić), proza (Marinkovićev Zagrljaj, Andrićeva Prokleta avlija, Novakov Izvanbrodski dnevnik, Slamnigova Bolja polovica hrabrosti)	2	
Seminar	Prezentacija seminara. Rasprave	2	
Week: 5.			
Predavanja	III. dio: 3. Strukturalistički, post-strukturalistički i de-konstrukcijski pristup tekstu (strukturalizam i poststrukturalizam; pitanja dekonstrukcije; odnosa moderne i post-moderne): Tekstovi: poezija (Mihalić, Slamnig, Bagić), proza (Marinkovićev Zagrljaj, Andrićeva Prokleta avlija, Novakov Izvanbrodski dnevnik, Slamnigova Bolja polovica hrabrosti)	2	
Seminar	Prezentacija seminara. Rasprave	2	
Week: 6.			
Predavanja	I. dio: Feministički pristup tekstu: Interpretacija 'muških' i 'ženskih' tekstova. Poezija: Slavko Mihalić, Božice Zoko), kratka proza (Tanja Mravak, Dubravka Ugrešić, Mirko Kovač, Filip David), romani (Zadie Smith O ljepoti; Vladan Desnica: Zimsko ljetovanje)	2	
Seminar	Prezentacija seminara. Rasprave	2	
Week: 7.			
Predavanja	II. dio: Feministički pristup tekstu: Interpretacija 'muških' i 'ženskih' tekstova. Poezija: Slavko Mihalić, Božice Zoko), kratka proza (Tanja Mravak, Dubravka Ugrešić, Mirko Kovač, Filip David), romani (Zadie Smith O ljepoti; Vladan Desnica: Zimsko ljetovanje)	2	
Seminar	Prezentacija seminara. Rasprave	2	
Week: 8.			
Predavanja	III. dio Feministički pristup tekstu: Interpretacija 'muških' i 'ženskih' tekstova. Poezija: Slavko Mihalić, Božice Zoko), kratka proza (Tanja Mravak, Dubravka Ugrešić, Mirko Kovač, Filip David), romani (Zadie Smith O ljepoti; Vladan Desnica: Zimsko ljetovanje)	2	
Seminar	Prezentacija seminara. Rasprave	2	
Week: 9.			
Predavanja	I. dio: Postkolonijalni pristup tekstu: Ivo Andrić (Travnička hronika), Ludwig Bauer (Zavičaj, zaborav), Dubravka Ugrešić (Ministarstvo boli), Kirah Desai (Nasljeđe gubitka)	2	
Seminar	Prezentacije seminara. Rasprave	2	
Week: 10.			

Predavanja	II. dio: Postkolonijalni pristup tekstu: Ivo Andrić (Travnička hronika), Ludwig Bauer (Zavičaj, zaborav), Dubravka Ugrešić (Ministarstvo boli), Kirah Desai (Nasljeđe gubitka)	2	
Predavanja	Prezentacije seminara. Rasprave	2	
Week: 11.			
Predavanja	I. dio: Fenomenološki pristup tekstu: Slobodan Novak: Izvanbrodski dnevnik), Igor Štriks (Elijahova Stolica), Vladan Arsenijević (Predator), Marinkovićeva Zajednička kupka	2	
Seminar	Prezentacija seminara. Rasprave	2	
Week: 12.			
Predavanja	II. dio: Fenomenološki pristup tekstu: Slobodan Novak: Izvanbrodski dnevnik), Igor Štriks (Elijahova Stolica), Vladan Arsenijević (Predator), Marinkovićeva Zajednička kupka	2	
Seminar	Prezentacija seminara. Rasprave	2	
Week: 13.			
Predavanja	III. dio: Fenomenološki pristup tekstu: Slobodan Novak: Izvanbrodski dnevnik), Igor Štriks (Elijahova Stolica), Vladan Arsenijević (Predator), Marinkovićeva Zajednička kupka	2	
Seminar	Prezentacija seminara. Rasprave	2	
Week: 14.			
Predavanja	I. dio: Završne on-line prezentacije i evaluacije studentskih projekata	2	
Seminar	Online prezentacije, rasprave i studentske evaluacije	2	
Week: 15.			
Predavanja	II. dio: Završne on-line prezentacije i evaluacije studentskih projekata	2	
Seminar	Online prezentacije, rasprave i studentske evaluacije	2	
Uz navedene romane i priče, moguće je da nastavnici i studenti odaberu i neka druga djela iz suvremenih južnoslavenskih i europskih književnosti.			

Course name		Literature in the 21st Century Context					
ID	HZH706	Study year	2.				
Lecturer	izv. prof. dr. sc. Gordana Galić Kakkonen	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	Students will be introduced to the contemporary theoretical and critical thinking on the nature and role of literature, about literary interferences and influences, peculiarities and the destiny of 'small' literatures and about the relationship between literature and economical and political power in the new millennium. The aim of this course is to analyze and question literature as a place of conflict of various interests, a global literary market and its characteristics, and the factors which affect promotion and popularization of books.						
Enrolment requirements	None.						
Learning outcomes	Upon the completion of this course the students will be able to: - Explain the main characteristics of the study and the concept of world literature/s in the 21st century; - Re-evaluate existing methodology in the research of literature, especially with regard to the transformation of traditional literary practice within the digital age; - Explain the dynamic of the relationship and the meaning of various dychotomies: 'small' and 'large' literatures, 'centre' and the 'periphery', 'higih' and 'low' in literature, traditional and contemporary and other; - Understand how literary works circulate in the global and digital age; - Analyze the situation on the level of language (translation, prevalence of English) and publishing (market); - Participate indebated on current literary topics (terrorism, migrations, metamorphoses of identity, ecology, ethical issues and other; - Think critically on the nature and role of literature in the global context.						
Syllabus	Week 1: Introduction to the course. Goals and objectives. Topics for seminar papers. Week 2: The concept of globalization. The national and/or the global. The world and local literary scene. Week 3: The status of non-Western literatures in the 21st century – transformations of the canon. Week 4: World literature and literary translation. Week 5: Comparative literature today. Week 6: Postcolonial studies – globalization – digitalization. Week 7: Literary mapping in cyberspace: production, translation, circulation, genre changes. Week 8: Academic vs. public literary taste; the literary canon. Week 9: Publishing activity (promotion, sales). Week 10: Literary prizes, festivals, and the like. Week 11: Academic programs; world literature in school curricula. Week 12: Anthologies of world literature. Week 13: What is being written and read in the new millennium (project – research). Week 14: What is being written and read in the new millennium (project – research). Week 15: Final remarks and exam preparation.						
Teaching types	☒ Lectures ☒ Seminars		☐ Fieldwork ☐ Independent work		☐ ☐		

	☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐	
Student obligations	In addition to active participation in lectures and seminars, students will demonstrate their knowledge of the material by preparing (in written form) and presenting an agreed seminar paper, for which a thorough knowledge of the relevant literature and a critical-analytical approach to the assigned topic are required. Depending on the number of students in a given seminar group and the pace of work, individual seminar papers may be replaced by group projects. In addition, students will take an oral exam at the end of the semester. Note: attendance is not included in the grade, but is a prerequisite for taking the exam and receiving a final grade (lectures: min. 80%; seminars: min. 80%). Students are required to inform themselves about any classes they have missed, either from fellow students or from the instructor during office hours. Students are also obliged to adhere to the deadlines required for completing course activities. Students are expected to conduct themselves in accordance with the ethical and academic standards of higher education.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☒	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	The final grade is based on the successful completion of the following elements: 1. Student participation and preparedness in discussions during lectures and seminars – 20% 2. A seminar paper (project) in which students must demonstrate strong familiarity with the subject of analysis, research initiative, and academic competence (both in terms of content and form) – 30% 3. An oral exam – 50% The evaluation and grading criteria for each individual element are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Blažina, D. (ed.). Književna smotra. Zagreb: Hrvatsko filološko društvo; (selective)			1		
	Connell, L. i Marsh, N. (eds.). (2010). Literature and Globalization: a Reader. London/New York: Routledge			2		
	Simon, D. i dr. (ed.). World Literature Today: Magazine of International Literature & Culture. Norman, Oklahoma: The University of Oklahoma;			1		
Supplementary literature	LEKTIRA: Nemesis (P. Roth), Blindness (J. Saramago), Hansenova djeca (O. Spahić), Submission (M. Houellebecq), Infidel (A. Hirsi Ali), Seven Churches (M. Urban), Accabadora (M. Murgia), Amsterdam (I. McEwan), Open City (T. Cole), Body					

	<p>Artist (D. DeLillo), America and Talk Talk (T. C. Boyle), On Beauty (Z. Smith), Family Matters, (R. Mistry), Purple America (R. Moody), Windup Girl (P. Bacigalupi), Corpus delicti (J. Zeh), Moscow,, I don't love you (S. Minaev), Border State (T. Önnepalu), Elizabeth Costello (J. M. Coetzee), Taksim (A. Stasiuk), recent travelogues – personal selection (Red</p>
	<p>Dust: A Path Through China, M. Jian; On the Road to Babadag, A. Stasiuk or others), Interpreter of Maladies (J. Lahiri), Divisions (G. Aubry), Ballads About Hard Times (Y. Herrera), In Deep Sleep (B. Yoshimoto), Otelu, Arapi i Vlores (B. Blushi), Numero Zero (U. Eco).</p> <p>***</p> <p>Aarseth, E. (1997). 'Ergodic Literature' and 'A Typology of Textual Communication' in Cybertext: Perspectives on Ergodic Literature. Baltimore: Johns Hopkins UP;</p> <p>Aleksandrov-Pogačnik, N. (1990). „Pojam svjetska književnost.“ Revija (Osijek), 30 (3), 287-295;</p> <p>Barrows, A. (2010). The Cosmic Time of Empire. Modern Britain and World Literature. Oakland CA: University of California Press;</p> <p>Beck, U. (2006). Kozmopolitska Europa: društvo i politika u drugoj moderni. Zagreb: Školska knjiga;</p> <p>Beebee, T. O. (2014.). „World literature and the internet.“ U: The Routledge Companion to World Literature. D'haen, Theo; Damrosch, David i Kadir, Djelal (ur.). Oxon/New York: Routledge, 297-306;</p> <p>Beker, M. (1995). Uvod u komparativnu književnost. Zagreb: SNL;</p> <p>Bhabha, H. K. (2004). „Kako novina ulazi u svijet: postmoderni prostor - postkolonijalno doba i kušnje kulturalnog prijevoda.“ Književna republika, 2 (7/8), 81-101;</p> <p>Bloom, H. (1994). The Western Canon. New York, San Diego, London: Harcourt Brace&Company;</p> <p>Boyarín, J. (ur.). (1993). The Ethnography of Reading. Oakland CA: University of California Press;</p> <p>Brlek, T. (2015). Lekcije: studije o modernoj književnosti. Zagreb: Školska knjiga;</p> <p>Bruckner, P. (2005). Babilonska vrtoglavica: kozmopolitizam ili mondijalizam. Zagreb: Algoritam;</p> <p>Butković, M. (2014). „Interkulturni aspekt znanosti o prevođenju.“ Balkan express, 7, 44-56;</p> <p>Calvino, I. (2001). Why Read the Classics? New York: Vintage Books;</p> <p>Calvino, I. (1987). The Uses of Literature. Orlando, Florida: Harcourt Brace Jovanovich;</p> <p>Cambreleng, J. (2012). „Na prevoditeljima je stanovita politička odgovornost.“ Tema, 9 (5/6), 21-29;</p> <p>Casanova, P. (2007). The World Republic of Letters. Harvard University Press;</p> <p>Cope, B. i Phillips, A. (2006). The future of the book in the digital age. Oxford: Chandos Publishing;</p> <p>Cvjetičanin, B. (2014). Kultura u doba mreža: ogledi o kulturnoj politici. Zagreb: Hrvatska sveučilišna naklada;</p> <p>Čurković Nimac, J. (2012). „Etička kritika u književnosti : rasprava između R. Posnera i M. C. Nussbaum o javnoj ulozi književnosti.“ Filozofska istraživanja, 32, 2 (126), 327-342;</p> <p>Dale, G. (2014). „Tranzicija u Srednjoj i Istočnoj Europi.“ Diskrepancija, 13 (19), 81-98;</p> <p>Damrosch, D. (2003). What is World Literature? Princeton, New Jersey: Princeton University Press;</p> <p>Dean, D. (2009). „Tranzicija i 'problem alata': bilješke uz lokalno stanje književnoga polja.“ Quorum, 25 (5/6), 409-426;</p> <p>Delić, Z. (2009). „Globalizacija, moć i politika znanja: jedanaest antiteza o globalizaciji.“ Filozofska istraživanja, 29, 1 (113), 31-50;</p>

Deloughrey, E. i Handley, G. B. (2011). *Postcolonial Ecologies: Literatures of the Environment*. New York: Oxford University Press;

Detoni-Dujmić, D. (ed.). (2005). *Leksikon svjetske književnosti*. Zagreb: Školska knjiga;

Detoni-Dujmić, D. (ed.). (2001). *Leksikon stranih pisaca*. Zagreb: Školska knjiga;

Dragojević, N. i Cacan, F. (1988). *Svjetska književnost u hrvatskim prijevodima: 1945-1985. :bibliografija*. Zagreb: Društvo hrvatskih književnih prevodilaca;

Dussel, E. (2004). „Modernity, European Empires, Colonialism and Capitalism: Towards an Understanding of the Trans-modernity Process.” *Theologies and Cultures. Rethinking Globalization*, 1 (1), 24-50;

- (1998). „Beyond Eurocentrism: the World-System and the limits of Modernity.” U: F. Jameson – M. Miyoshi, *The Cultures of Globalization*. Durham: Duke University Press, 3-31;

- (2001). „The World-System Europe as Center and Its Periphery, beyond Eurocentrism.” U: P. Lange-Churion & E. Mendieta, *Latin America and Postmodernity: A Contemporary Reader*. Humanity Books: New York, 93-121;

Fried, I. (2000). „Svjetska književnost i interliterarni proces.” *Književna smotra*, 32, 3 (117), 5-10;

Galović, M. (2013). *Kraj ekologije*. Zagreb: Naklada Jesenski i Turk;

Garrard, G. (2004). *Ecocriticism*. London/New York: Routledge;

Goller, A. N. (2000). „Svjetska književnost u književnim leksikonima.” *Književna smotra*, 32, 3 (117), 23-26;

Gönc Močanin, K. (2000). „Svjetska književnost i njezin Istok i Zapad.” *Književna smotra*, 32, 3 (117), 27-30;

Giddens, A. (2005). *Odbjegli svijet: kako globalizacija oblikuje naše živote*. Zagreb: Klub studenata sociologije Diskrepancija: Naklada Jesenski i Turk;

Gregorić, M. (2013). *Riječi, pod nosom: ogledi o metafizičkom značenju prevođenja*. Zagreb: Sandorf;

Grgić, K. (2016). „Oblikovanje čitateljskoga ukusa u hrvatskim antologijama svjetske književnosti.” *Dani Hvarskoga kazališta: Građa i rasprave o hrvatskoj književnosti i kazalištu*, 42 (1), 316-344;

Guillory, J. (1993). *Cultural Capital: the Problem of Literary Canon Formation*. Chicago; London: The University of Chicago Press;

Hacohen, M. H. (2001). „Srednja Europa nikada nije bila kozmopolitiska: dileme kozmopolitizma: Karl Popper, židovski identitet i srednjoeuropska kultura.” *Europski glasnik*, 6 (6), 877-913;

Hegeman, S. (2012). *The Cultural Return*. Oakland CA: University of California Press;

Humphrey, C. i Skvirskaja, V. (2015). *Post-cosmopolitan cities: explorations of urban coexistence*. New York; Oxford: Berghahn;

Hutcheon, L. (1988). *A Poetics of Postmodernism. History, Theory, Fiction*. London – New York: Routledge;

Jagić, S. (2012). „Globalizacijski procesi i kultura.” *Acta Iadertina*, 9, 15-24;

Jay, P. (2001). „Beyond Discipline? Globalization and the Future of English.” *PMLA*, 116 (1), 32-47;

Jelić, J. (1999). *Identitet*. Zagreb: D.S.M. – Grafik;

Jerbić, V.; Milardović, A. i Špehar, H. (ur.). (2016). *Globalization of Culture: European and Global Networks*. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu;

Jones, A. (2010). *Globalization: Key Thinkers*. Polity Press;

Joubert, T. (2012). „Ne radimo s gotovim mislima koje samo valja zapisati.” *Tema*, 9 (5/6), 30-33;

Juergensmeyer, M. (2013). *Thinking Globally. A Global Studies Reader*. Oakland CA: University of California Press;

Kalanj, R. (2001). „Kulturni imperijalizam: kritički pogledi Edwarda Saida.” *Socijalna ekologija*, 10 (1/2), 43-58;

	<p>Karlović, R. (2003). „Književna globalizacija i njezini neprijatelji.“ <i>Republika</i>, 59 (11), 89-95;</p> <p>Katunarić, V. (2006). „Kolonizirana misao: periferija bez razvojne perspektive?“ <i>Socijalna ekologija</i>, 15 (1/2), 1-22;</p> <p>Kašić, B. (2001/2002). „Postkolonijalna tijela.“ <i>Treća</i>, 3 (1/2), 285-301;</p> <p>Katušić, B. (2004). „Književne norme i estetski prekršaji.“ <i>Tema</i>, 1 (3/4), 51-56;</p> <p>Kuvačić, I. i Flego, G. (eds.), (1988). <i>Postmoderna. Nova epoha ili zabluda</i>. Zagreb: Naprijed;</p> <p>Le Bris, M. i drugi (2007). „Za i protiv 'World književnosti': europski polemički dossier.“ <i>Europski glasnik</i>, 12 (12), 923-971;</p> <p>Lehan, R. (1998). <i>The City in Literature: An Intellectual and Cultural History</i>. Oakland CA: University of California Press;</p> <p>Leonard, P. (2013). <i>Literature After Globalization: Textuality, Technology and the Nation-State</i>. London/New Delhi/New York/Sydney: Bloomsbury;</p> <p>Lewis, G. (2004/2005). „Kozmopolitske maštarije multikulturalne javnosti.“ <i>Treća</i>, 6 (2), 96-110;</p> <p>MacCormack, B. (2002). „Postcolonialism in an Age of Globalization: Opening International Relation Theory to Identities in Movement.“ <i>Alternatives: Global, Local, Political</i>, 27 (1), 99-115;</p> <p>Majetić, F. (2014). „Grad u postindustrijsko doba: važnija ekonomska obilježja suvremenog grada.“ <i>Socijalna ekologija</i>, 23 (1), 57-76;</p> <p>Marcuse, P. (2013). „Nestaje li europski grad u općem tipu globaliziranog grada.“ <i>Treći program Hrvatskog radija</i>, 83/84, 250-252;</p> <p>Merrill, C. (2013). „Postcolonial Translation.“ U: Millan, C., i Bartrina, F. (ur.). <i>The Routledge Handbook of Translation Studies</i>, (159–172). London/New York: Routledge;</p> <p>Mikšić, V. (2011). <i>Interpretacija i prijevod: od potrage za poetičkim učincima do poetike prevođenja</i>. Zagreb: Meandarmedia;</p> <p>Milardović, A. (2001). <i>Globalizacija</i>. Osijek; Zagreb; Split: Pan liber;</p> <p>- (2004). <i>Pod globalnim šeširom: društva i države u tranziciji i globalizaciji: ogledi iz politologije i sociologije politike</i>. Zagreb: Centar za politološka istraživanja;</p> <p>Mohanram, R. (2001/2002). „Utjelovljenje 'crnosti'.“ <i>Treća</i>, 3 (1/2), 302-327;</p>
	<p>Nussbaum, M. C. (2005). <i>Pjesnička pravda: književna imaginacija i javni život</i>. Zagreb: Deltakont;</p> <p>Pecotić, E.; Buczkowska, S. i Žužul, K. K. (2011). <i>Knjiga i slobodno vrijeme: zbornik radova</i>. Split: Gradska knjižnica Marka Marulića;</p> <p>Pisac, A. (2012). „Književnost velikih i sociologija malih nacija.“ <i>Etnološka tribina</i> 35 (42), 169-186;</p> <p>Rafolt, L. (2014). „Interkulturalno i globalno: hrvatska književnost između nacionalne filologije i komparatistike.“ <i>Književna smotra</i>, 46, 4(174), 3-19;</p> <p>- (2004). „Ogled o svjetskoj književnosti.“ <i>Književna republika</i>, 2 (5/6), 249-253;</p> <p>Sadana, R. (2012). <i>English Heart, Hindi Heartland. The Political Life of Literature in India</i>. Oakland CA: University of California Press;</p> <p>Safranski, R. (2008). <i>Koliko globalizacije čovjek može podnijeti?</i> Zagreb: Naklada Ljevak;</p> <p>Said, E. (2002). <i>Power, Politics and Culture</i>. New York: Vintage Books;</p> <p>Said, E. (1999). <i>Orijentalizam</i>. Zagreb: Konzor;</p> <p>Said, E. (1994). <i>Culture and Imperialism</i>. New York: Vintage Books;</p> <p>Schuecking, L. L. (2001). <i>Sociologija oblikovanja literarnog ukusa</i>. Zagreb: Dora Krupićeva;</p> <p>Shillingsburg, P. L. (2007). <i>From Gutenberg to Google: electronic representations of literary texts</i>. Cambridge i drugi: Cambridge University Press;</p> <p>Siebel, W. (2013). „Europski grad.“ <i>Treći program Hrvatskog radija</i>, 83/84, 247-249;</p> <p>Spivak, G. (2011). <i>Nacionalizam i imaginacija: i drugi eseji</i>. Zaprešić: Fraktura;</p> <p>- (2000). „The Politics of Translation.“ U: Venuti, L. (ur.). <i>The Translation Studies Reader</i>. London/New York: Routledge, 397-416;</p>

	<p>Solar, M. (2011). Kritika relativizma ukusa. Zagreb: Matica hrvatska; Solar, M. (1997). Suvremena svjetska književnost. Zagreb: Grafički zavod Hrvatske; Solar, M. (2005). Laka i teška književnosti. Matica hrvatska: Zagreb; Solar, M. (2005). Retorika postmoderne. Matica hrvatska: Zagreb; Solar, M. (2000). Granice znanosti o književnosti. Zagreb: Naklada Pavičić; Steiner, G. (1996). „Mala velika svjetska književnost.” Lettre internationale, 6 (17/18), 7-14; Šoljan A. (1980). Sto najvećih djela svjetske književnosti. Zagreb: Matica hrvatska; Švob-Đokić, N.; Primorac, J. i Jurlin., K. (2008). Kultura zaborava: industrijalizacija kulturnih djelatnosti. Zagreb: Naklada Jesenski i Turk: Hrvatsko sociološko društvo; Tabak, J. (2014). O prijevodima i prevođenju. Zagreb: Društvo hrvatskih književnih prevodilaca; Tageldin, S. M. (2011). Disarming Words. Empire and the Seductions of Translation in Egypt. Oakland CA: University of California Press; Tomašević, N. (2009). Knjiga, tranzicija, iluzija. Zagreb: Naklada Ljevak; - (2015). Kreativna industrija i nakladništvo. Zagreb: Naklada Ljevak; Tomašević, N. i Horvat, J. (2012). Nevidljivo nakladništvo. Zagreb: Naklada Ljevak; Zadar: Sveučilište; Tymoczko, M. (2006). „Translation: Ethics, Ideology, Action.” Massachusetts Review, 47 (3), 442-461; Venturi, M. (2013). „Posteuropski grad u Europi.” Treći program Hrvatskog radija, 83/84, 253-256; Wallerstein, I. M. (1986). Suvremeni svjetski sistem. Zagreb: Centar za kulturnu djelatnost; Wisker, G. (2010). Ključni pojmovi postkolonijalne književnosti. Zagreb: AGM; Žmegač, V. (2012). Europski duh. Zagreb: Profil knjiga. *Časopis Tema 4 (2007), 1/2. (Pisac kao brend); *Časopis Diskrepancija 13 (2014), 19. (Postsocijalizam i tranzicija).</p>		
Quality assurance	<ul style="list-style-type: none">- class attendance, class activity;- successfully completing tasks (being prepared for discussions at lectures and seminars, read the given literature according to the schedule of seminar topics);- successfully presented and written seminar;- passed oral exam;- individual consultations;- collaborative assessment of the implementation and quality of the teaching process;- student questionnaire on the quality of teaching and teachers at the university level.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the course. Goals and objectives.	2	
Seminar	Topics for seminar papers and projects (option).	1	
Week: 2.			
Predavanja	The concept of globalization. The national and/or the global. The world and local literary scene.	2	
Seminar	Discussion: what is world literature?	1	

Week: 3.			
Predavanja	The status of non-Western literatures in the 21st century – transformations of the canon.	2	
Seminar	Discussion: what constitutes the literary canon?	1	
Week: 4.			
Predavanja	World literature and literary translation.	2	
Seminar	Research: translation (the selection of works for translation, the status of the translator).	1	
Week: 5.			
Predavanja	Comparative literature today.	2	
Seminar	Topics: film adaptations of literary classics; migration and exile literature; women's writing; dystopia and technology.	1	
Week: 6.			
Predavanja	Postcolonial studies – globalization – digitalization.	2	
Seminar	Topics: marginalized writers in the contemporary world; literature and contemporary imperialism.	1	
Week: 7.			
Predavanja	Literary mapping in cyberspace: production, translation, circulation, genre changes.	2	
Seminar	Analysis of the concept of "can the subaltern speak" (Gayatri Spivak) in the context of contemporary media and global communication networks; the "translation" of cultures and colonial asymmetry; the redefinition of the canon on social media.	1	
Week: 8.			
Predavanja	Academic vs. public literary taste; the literary canon.	2	
Seminar	Topics: the politics of literary prizes; the canonization of popular culture; film and television adaptations as an extension of the canon.	1	
Week: 9.			
Predavanja	Publishing activity (promotion, sales).	2	
Seminar	Topics: the promotion and distribution of books; the role of book fairs as sales channels; literary prizes and sales; digital transformation and new sales models.	1	
Week: 10.			
Predavanja	Literary prizes, festivals, and the like.	2	
Seminar	Topics: canonization through the best novel prizes; book fairs as bridges of cultural exchange; the influence of festivals on the promotion of literature in translation.	1	
Week: 11.			
Predavanja	Academic programs; world literature in school curricula.	2	
Seminar	Topics: world classics in Croatian secondary school curricula; non-European literatures (e.g. African literature) in school curricula – analysis; screen adaptations of literary works and their reception; how to teach literature in the digital age?	1	
Week: 12.			
Predavanja	Anthologies of world literature.	2	

Seminar	Analysis of prefaces, lists of authors, and selection of works within several different anthologies (e.g. a Croatian anthology vs. a foreign anthology of the same genre).	1	
Week: 13.			
Predavanja	What is being written and read in the new millennium (project – research).	2	
Seminar	What is being written and read in the new millennium – discussion.	1	
Week: 14.			
Predavanja	What is being written and read in the new millennium (project – research).	2	
Seminar	What is being written and read in the new millennium – discussion.	1	
Week: 15.			
Predavanja	Final remarks.	2	
Seminar	Exam preparation.	1	

Course name	Young Adult Literature in Teaching						
ID	HZH804	Study year	2.				
Lecturer	izv. prof. dr. sc. Lucijana Armanda Šundov	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of the course is to introduce students to the key themes and content of youth literature. The aim is to explore works that are intended or adapted for children in terms of their themes, style and composition. The aim is also to explain the developmental path from literature with an emphasis on didactic and pedagogical dimensions to literature that speaks distinctively and recognizably about the world of children and their right to their own literature and its experience free from any burden. The aim is to define and interpret the genre corpus of youth literature (stories - folk and artistic, fantasy stories, poetry, fables, various forms of novels and adolescent adventure literature, and works of science fiction. The aim is to focus attention on the great and canonical names of world and Croatian youth literature.						
Enrolment requirements	No conditions required.						
Learning outcomes	After completing this course, students will be able to: - interpret the meaning and role of certain names and their works in the shaping of youth literature - interpret the most important literary works - apply critical methods and knowledge in evaluating new literary works - discuss literary works in a competent and investigative manner - discuss key issues in the field of youth literature - emphasis on those names and works that marked the development of this type of literature						
Syllabus	1. Introduction to the course: introduction to the course structure, work methods and literature. Definition of children's literature: basic concepts and historical dynamics. 2. Field of children's literature: reading, literary awards, canon of children's literature. Intermediality and intertextuality of children's literature. 3. Picture book: historical, poetic and ideological determinants of the genre. The relationship between a picture book and an illustrated book. (Junaković, Bašić) 4. Fairy tale: historical, poetic and ideological determinants of the genre. Fairy tale and story, fairy tale and oral literature, fairy tale and institutions of children's literature, etc. (Perault, Grimm, Andersen, Wilde, Brlić-Mažuranić, Škrinjarić) 5. Fantasy: historical, poetic and ideological determinants of the genre, basic differences between fairy tales and fantastic stories, types of fantastic stories. (Carroll, Barrie, Baum, Lewis, Rowling, Gaiman, Škrinjarić) 6. Children's poetry: historical and poetic determinants of traditional and contemporary children's poetry. (Vitez, Balog, Paljetak, Kanižaj, Zvrko) 7. Children's novel: historical, poetic and ideological determinants of the genre. Types of children's novels: novels about childhood, novels about orphans, detective, animalistic, etc. 8. Stories and novels about childhood: historical, poetic and ideological determinants. (Lovrak, Kušan, Spyri) 9. Animalistic children's literature: historical, poetic and ideological determinants of fables, stories about animals, animalistic novels, animalistic poetry, etc. (Aesop, La Fontaine, Salten, Prosenjak)						

	10. Adolescent literature: historical, poetic and ideological determinants. (Meyer, Naprta) 11. Synthesis and evaluation, discussion about the exam.					
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	The student is obliged to: - actively, regularly and constructively participate in classes (students are required to attend at least 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - obtain information about classes that he/she has missed from other students or in consultations with the professor - prepare and present a seminar paper according to pre-determined criteria - pass a written and oral exam					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	n accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: - written exam passed – 50% - seminar paper prepared and presented – 25% - class activity, participation in class discussions – 10% - oral exam passed – 15% The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Hameršak, M. (2015.). Uvod u dječju književnost. Zagreb: Leykam International.			1		
Supplementary literature	Časopis Umjetnost i dijete, brojevi od 1969. do 1997. Crnković, M. (1978.). Hrvatska dječja književnost do kraja XIX. stoljeća, Školska knjiga, Zagreb. Betelheim, B. (2000.). Smisao i značenje bajki. Poduzetništvo Jakić, Cres. Zalar, I. (1991.). Pregled hrvatske dječje poezije, Zagreb. Zima, D. (2012). Kraći ljudi: Povijest lika u hrvatskom dječjem romanu. Školska knjiga, Zagreb. Skok, J. (1990.). Lijet Ikara. Antologija hrvatskog dječjeg pjesništva, Zagreb. Težak, D. (2001.). Bajke. Antologija, Zagreb. Težak, D. (2001.). Basne. Antologija, Zagreb. Biti, V. (1981.). Bajka i predaja. Liber, Zagreb. Pintarić, A. (1999.). Bajke. Pregled i interpretacija, Osijek. Težak, S. (1969.). Interpretacija bajke. Pedagoško-književni zbor, Zagreb. Hranjec. S. (1998.). Hrvatski dječji roman, Znanje, Zagreb. Idrizović, M. (1984.). Hrvatska književnost za djecu, Matica hrvatska, Zagreb.					

	Javor, R. (ur.) (1998). Odrastanje u zrcalu suvremene književnosti za djecu i mladež. Zbornik tekstova. Zagreb. Majhut, Berislav. 2005. Pustolov, siroče i dječja družba: hrvatski dječji roman do 1945. FF press, Zagreb.		
Quality assurance	student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - class attendance, class activity, success in completing assignments - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Introduction to the course: introduction to the course structure, methods of work and literature. Definition of children's literature: basic concepts and historical dynamics.	2	
Seminar	1. Introduction to the course: introduction to the course structure, methods of work and literature. Definition of children's literature: basic concepts and historical dynamics.	1	
Week: 2.			
Predavanja	2. The field of children's literature: reading, literary awards, the canon of children's literature. Intermediality and intertextuality of children's literature.	2	
Seminar	2. The field of children's literature: reading, literary awards, the canon of children's literature. Intermediality and intertextuality of children's literature.	1	
Week: 3.			
Predavanja	3. Picture book: historical, poetic and ideological determinants of the genre. The relationship between a picture book and an illustrated book.	2	
Seminar	3. Picture books: Junaković, Bašić.	1	
Week: 4.			
Predavanja	4. Fairy tale: historical, poetic and ideological determinants of the genre. Fairy tale and story, fairy tale and oral literature, fairy tale and institutions of children's literature.	2	
Seminar	4. Perault, Grimm, Andersen, Wilde.	1	
Week: 5.			
Predavanja	5. Fairy tale: historical, poetic and ideological determinants of the genre. Fairy tale and story, fairy tale and oral literature, fairy tale and institutions of children's literature.	2	
Seminar	5. Brlić-Mažuranić, Škrinjarić.	1	
Week: 6.			

Predavanja	6. Fantasy: historical, poetic and ideological determinants of the genre, basic differences between fairy tales and fantasy stories, types of fantasy stories.	2	
Seminar	6. Carroll, Barrie.	1	
Week: 7.			
Predavanja	7. Fantasy: historical, poetic and ideological determinants of the genre, basic differences between fairy tales and fantasy stories, types of fantasy stories.	2	
Seminar	7. Baum, Lewis, Rawling.	2	
Week: 8.			
Predavanja	8. Fantasy: historical, poetic and ideological determinants of the genre, basic differences between fairy tales and fantasy stories, types of fantasy stories.	2	
Seminar	8. Gaiman, Škrinjarić.	1	
Week: 9.			
Predavanja	9. Children's poetry: historical and poetic determinants of traditional and contemporary children's poetry.	2	
Seminar	9. Vitez, Balog, Paljetak, Kanižaj, Zvrko	1	
Week: 10.			
Predavanja	10. Children's novel: historical, poetic and ideological determinants of the genre. Types of children's novels: novels about childhood, novels about orphans, detective novels, animalistic novels, etc.	2	
Seminar	10. Children's novel: historical, poetic and ideological determinants of the genre. Types of children's novels: novels about childhood, novels about orphans, detective novels, animalistic novels, etc.	1	
Week: 11.			
Predavanja	11. Stories and novels about childhood: historical, poetic and ideological determinants.	2	
Seminar	11. Lovrak, Kušan, Spyri.	1	
Week: 12.			
Predavanja	12. Animalistic children's literature: historical, poetic and ideological determinants of fables, animal stories, animalistic novels, animalistic poetry, etc.	2	
Seminar	12. Ezop, La Fontaine, Salten, Prosenjak.	1	
Week: 13.			
Predavanja	13. Adolescent literature: historical, poetic and ideological determinants.	2	
Seminar	13. Meyer, Naprta.	1	
Week: 14.			
Predavanja	14. Adolescent literature.	2	
Seminar	14. Adolescent literature.	1	
Week: 15.			
Predavanja	15. Synthesis and evaluation, discussion about the exam.	2	
Seminar	15. Synthesis and evaluation, discussion about the exam.	1	

Course name	Language Editing and Proofreading							
ID	HZH808		Study year		2.			
Lecturer	doc. dr. sc. Jelena Đorđević		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
0					45	0	0	
Course status	Elective		Online percentage		0%			
Course description								
Course aims	Course objectives is to train students for independent editing and improving the text by adjusting it to orthography, grammar, and syntax of the standard Croatian language, also paying attention to the question of style. The goal is also to correct errors by proofreading.							
Enrolment requirements	No requirements.							
Learning outcomes	Upon the ending of this course student will be able to: – apply the skills of editing and proofreading – become an independent user of grammar and language manuals – proofread and correct different types of texts – to master fundamentals of language culture – distinguish standard and nonstandard Croatian language.							
Syllabus	1. Introduction: course content and proposal, language editing and proofreading 2. Croatian standard language, language norm (norm of Croatian standard language) 3. Language tolerance and language changes 4. Editing and proofreading marks 5. Orthography. Orthography dilemmas 6. Grammar. Grammar dilemmas 7. Grammar. Grammar dilemmas 8. Word order 9. Lexis. Lexis dilemmas 10. Lexis. Terminological dilemmas 11. Pleonasms 12. Multifunctionality in Croatian standard language 13. “Practical Croatian” 14. Synthesis 15. Test							
Teaching types	☐ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐			
Student obligations	Students are required to: – participate in the teaching process (80% of seminar papers) – prepare and present a seminar paper according to pre-determined criteria – behave in accordance with ethical and scientific principles in higher education process.							
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐		
	Experimental work	☐	Paper	☐	Essay	☐		
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐		
	Written exam	☐	Project	☐	Participation in class	☒		
		☐		☐		☐		

		☐	
Assessment and evaluation of student work	In accordance with the stated learning outcomes and the obligations of students in the course, the final assessment is based on the following elements: – passed mid-term exams – 50% – written and presented seminar paper – 25% – participate of teaching – 25%. Depending on the students' needs, it is possible to organize an oral exam. Criteria for assessment and evaluating individual elements are described in course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Anić, V. (1991. i dr. izdanja). Rječnik hrvatskog jezika. Zagreb: Novi liber.	1	
	Barić i dr., E., Lončarić, M., Malić, D., Pavešić, S., Peti, M., Zečević, V., Znika, M. (1995). Hrvatska gramatika. Zagreb: Školska knjiga.	1	
	Frančić, A., Hudeček, L., Mihaljević, M. (2005). Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku. Zagreb: Hrvatska sveučilišna naklada	1	
	Jozić, Ž. (ur.). (2013). Hrvatski pravopis. Zagreb: Institut za hrvatski jezik i jezikoslovlje.	1	
Supplementary literature	Language advisors and journals (in an agreement with the professor): Babić, S., Brozović, D., Moguš, M., Pavešić, S., Škarić, I., Težak, S. (1991). Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika. Zagreb: HAZU – Globus. Blagus Bartolec, Goranka; Hudeček, Lana; Jozić, Željko; Matas Ivanković, Ivana; Mihaljević, Milica (2016). 555 jezičnih savjeta. Zagreb: Institut za hrvatski jezik i jezikoslovlje. Alerić, Marko (2013). Hrvatski u upotrebi: 121 lekcija za bolje ovladavanje hrvatskim jezikom. Zagreb: Profil knjiga. Katičić, R. (1991). Sintaksa hrvatskoga književnog jezika. Zagreb: HAZU – Globus. Težak, S., Babić, S. (1992). Gramatika hrvatskoga jezika. Priručnik za osnovno jezično obrazovanje. Zagreb: Školska knjiga. (i naknadna izdanja).		
Quality assurance	– class attendance – class activity – individual consultations – student questionnaire on the quality of teaching and teachers at the university level – passed mid-term exams and the fulfillment of the other obligations prescribed by the syllabus		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Seminar	Introduction: course content and proposal, language editing and proofreading	3	P1
Week: 2.			

Seminar	Croatian standard language, language norm (norm of Croatian standard language)	3	P1
Week: 3.			
Seminar	Language tolerance and language changes	3	P1
Week: 4.			
Seminar	Editing and proofreading marks	3	P1
Week: 5.			
Seminar	Orthography. Orthography dilemmas	3	P1
Week: 6.			
Seminar	Grammar. Grammar dilemmas	3	P1
Week: 7.			
Seminar	Grammar. Grammar dilemmas	3	P1
Week: 8.			
Seminar	Word order	0	P1
Week: 9.			
Seminar	Lexis. Lexis dilemmas	3	P1
Week: 10.			
Seminar	Lexis. Terminological dilemmas	3	P1
Week: 11.			
Seminar	Pleonasms	3	P1
Week: 12.			
Seminar	Multifunctionality in Croatian standard language	3	P1
Week: 13.			
Seminar	"Practical Croatian"	3	P1
Week: 14.			
Seminar	Synthesis	3	P1
Week: 15.			
Seminar	Test	3	P1

Course name		Teaching Croatian as a foreign language					
ID	HZH905	Study year			2.		
Lecturer	dr. sc. Josipa Korljan Bešlić, v. lekt.	ECTS workload			3.0		
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage			0%		
Course description							
Course aims	The aim of this course is to familiarize students with theories of second language acquisition and to enable them to use various strategies, methods, and approaches in teaching Croatian as a foreign language. The ultimate goal of the course is to provide students with the theoretical knowledge necessary for independently teaching Croatian as a foreign language to non-native speakers.						
Enrolment requirements	None.						
Learning outcomes	Upon completion of this course, students will be able to: - define and describe the fundamental concepts and theories related to foreign language teaching - recognize, critically analyze, and interpret various linguistic deviations made by non-native speakers of Croatian - study academic and professional literature and reflect on it critically - discuss open questions related to teaching Croatian as a foreign language - apply the knowledge acquired in this course in their work with non-native learners.						
Syllabus	<ul style="list-style-type: none">- Introduction to the course. Defining the concepts of mother tongue, additional language, Second language, foreign language, heritage language, etc. The Common European Framework of Reference for Languages.- Types and characteristics of learners. Multiculturalism and interculturalism.- Institutions where Croatian as a foreign language is taught in Croatia and abroad. Curricula.- Theories of language acquisition.- Strategies for learning and teaching a foreign language. Methods and approaches in foreign language teaching.- Textbooks, manuals, dictionaries, and grammars for teaching Croatian as a foreign language.- Teaching the case system (nominative, accusative, vocative).- Teaching the case system (genitive, dative, locative, instrumental).- Teaching the verb system.- Selection of lexical units and thematic topics according to the level of learning.- Croatian culture and civilization in teaching Croatian as a foreign language.- Phraseodidactics in teaching Croatian as a foreign language.- The application of new technologies and the use of artificial intelligence. Online courses of Croatian as a foreign language.- Assessment of language proficiency and the creation of various tests and quizzes.- Review and synthesis of course content.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals		☐ Fieldwork ☐ Independent work ☐ Multimedia			☐ ☐ ☐	

	☐ Remote learning ☐ Blended learning	☐ Laboratory ☐ Supervision	☐			
Student obligations	- participate in the teaching process - class attendance is not included in the final grade, but it is a prerequisite for taking the exam; minimum attendance: 80% for lectures and 80% for seminars - behave in accordance with ethical and academic principles in higher education - participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes specified for the course - prepare and present a seminar paper according to previously established criteria - pass the written and oral examination - obtain information about classes they missed during the instructor's office hours and from fellow students - actively and constructively participate in class discussions and activities					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	1. Class participation, including participation in discussions during lectures and seminars – 10% 2. Preparation and presentation of a seminar paper – 30% 3. Written exam, or successfully passing two midterm exams (a passing grade in both midterms is equivalent to the written exam) – 30% Oral exam – 30% The assessment and grading criteria for each component are described in the course repository.					
Required literature	Title	Number of copies available	Availability via other media			
	Jelaska, Z. i sur. (2005). Hrvatski kao drugi i strani jezik. Zagreb: Hrvatska sveučilišna naklada (odabrani dijelovi)	1	ne			
	Češi, M., Cvikić, L., Milović, S. (ur.) (2012). Inojezični učenik u okruženju hrvatskoga jezika. Zagreb: AZZO (dostupno online)	1	da			
	Medved Krajnović, M. (2010). Od jezičnosti do višejezičnosti. Zagreb: Leykam international	1	ne			
	Odabrani članci časopisa Lahor	1	da			
Supplementary literature	- odabrani udžbenici i priručnici za učenje inojezičnog hrvatskog - Vijeće Europe (2005). Zajednički europski referentni okvir za jezike: učenje, poučavanje, vrednovanje. Zagreb: Školska knjiga. - Jelaska, Z. i suradnici (2014). Hrvatski kao ini jezik: Ispitni katalog (B2) (Croatian as L2: Test Catalog (B2)). - Jelaska, Z. (2007) „Teorijski okviri jezikoslovnemu znanju u novom nastavnom programu hrvatskoga jezika za osnovnu školu“ u Češi, M. i Barbaroša-Šikić, M. (ur.) Komunikacija u nastavi hrvatskoga jezika: Suvremeni pristupi poučavanju u osnovnim i srednjim školama					

	<ul style="list-style-type: none">- Gass, S, Selinker, L. (2001) Second Language Acquisition - An introductory Course, Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, London- Prebeg-Vilke, M. (1977). Uvod u glotodidaktiku. Zagreb: Školska knjiga- Cvikić, L. (ur.). (2007). Drugi jezik hrvatski. Zagreb: Profil international- Ordulj, A.(2018). Kolokacije u hrvatskom kao inom jeziku. Zagreb: Hrvatska sveučilišna naklada- Piršl, E. i sur. (2016). Vodič za interkulturalno učenje. Zagreb: Ljevak- Udier, S. L. (2016). Croatia at first sight. Zagreb: FF Pres- Jelaska, Z., Gligorić, I. (2020). HINIZ – hrvatski inojezični. Zagreb, Klagenfurt. Hrvatsko filozofsko društvo, Institut für Slawistik der Alpen-Adria-Universität Klagenfurt		
Quality assurance	<ul style="list-style-type: none">- attendance, class participation, and successful completion of assignments- student evaluation survey on the quality of teaching and instructors at the university level- passing the exam and fulfilling other obligations prescribed by the syllabus- individual consultations- students' self-assessment of achieved learning outcomes- peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the course. Defining the concepts of mother tongue, additional language, second language, foreign language, heritage language, etc.	2	
Seminar	The Common European Framework of Reference for Languages.	1	
Week: 2.			
Predavanja	Types and characteristics of learners.	2	
Seminar	Multiculturalism and interculturalism.	1	
Week: 3.			
Predavanja	Institutions where Croatian as a foreign language is taught in Croatia and abroad.	2	
Seminar	Curricula.	1	
Week: 4.			
Predavanja	Theories of language acquisition.	2	
Seminar	Theories of language acquisition.	1	
Week: 5.			
Predavanja	Strategies for learning and teaching a foreign language.	2	
Seminar	Methods and approaches in foreign language teaching.	1	
Week: 6.			
Predavanja	Textbooks, manuals, dictionaries, and grammars for teaching Croatian as a foreign language.	2	
Seminar	Textbooks, manuals, dictionaries, and grammars for teaching Croatian as a foreign language.	1	
Week: 7.			

Predavanja	Teaching the case system (nominative, accusative, vocative).	2	
Seminar	Teaching the case system (nominative, accusative, vocative).	1	
Week: 8.			
Predavanja	Teaching the case system (genitive, dative, locative, instrumental).	2	
Seminar	Teaching the case system (genitive, dative, locative, instrumental).	1	
Week: 9.			
Predavanja	Teaching the verb system.	2	
Seminar	Teaching the verb system.	1	
Week: 10.			
Predavanja	Selection of lexical units and thematic topics according to the level of learning.	2	
Seminar	Selection of lexical units and thematic topics according to the level of learning.	1	
Week: 11.			
Predavanja	Croatian culture and civilization in teaching Croatian as a foreign language.	2	
Seminar	Croatian culture and civilization in teaching Croatian as a foreign language.	1	
Week: 12.			
Predavanja	Phraseodidactics in teaching Croatian as a foreign language.	2	
Seminar	Phraseodidactics in teaching Croatian as a foreign language.	1	
Week: 13.			
Predavanja	The application of new technologies and the use of artificial intelligence.	2	
Seminar	Online courses of Croatian as a foreign language.	1	
Week: 14.			
Predavanja	Assessment of language proficiency.	2	
Seminar	The creation of various tests and quizzes.	1	
Week: 15.			
Predavanja	Review and synthesis of course content.	2	
Seminar	Review and synthesis of course content.	2	

Course name		Split Chakavian idiom from Marulic to the present day					
ID	HZH800	Study year	2.				
Lecturer	prof. dr. sc. Anita Runjić-Stoilova prof. dr. sc. Marijana Tomelić Čurlin	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of this course is to acquaint students with the history of the Croatian literary language with special emphasis on the Chakavian type. Students get acquainted with the Split literary Chakavian idiom throughout history, ie with the literary works based on the Split idiom. The problematic approach of Shtokavian linguistic phenomena within the Chakavian literary texts is discussed: the existence, emergence and disappearance of the Split Chakavian. Students also scrutinize both the cultural and stylistic point of view. Students also acquire competencies for philological interpretation of texts written in the Split idiom. In one segment, they are introduced to historical accentuation and students are trained for independent creative reading of literary texts.						
Enrolment requirements	None.						
Learning outcomes	The student will be able to: – approach critically to texts written in Split Chakavian idiom – critically discuss destiny of the Split literary Chakavian idiom – distinguish Shtokavian features in Chakavian literary texts – conduct an independent linguistic Chakavian literary text analysis at the phonological, morphological, syntactic and lexical level; be able to reconstruct the accentual system of Marulić's time – state the names of Split writers and their works written in the Split Chakavian idiom.						
Syllabus	1. Introduction: course content, work plan and program: history of Croatian language 2. Chakavian literary language literary language throughout history 3. Split Chakavian idiom 4. Marko Marulić: linguistic analysis of selected fragments 5. Accentual system of selected literary opus (reconstruction) 6. Accentual system of selected literary opus (reconstruction) 7. Marko Uvodić Splićanin: linguistic analysis of selected passages 8. Ivan Kovačić: linguistic analysis of selected fragments 9. Miljenko Smoje: linguistic analysis of selected fragments 10. Ante Duplančić, Sonja Senjanović-Peračić (student choice) 11. Split speech as intangible cultural heritage 12. Split speech in primary and secondary school education 13. Split speech in media: newspapers, magazines 14. Split speech: TV, internet 15. Conclusion.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		Konzultacije Radionice ☐ ☐ ☒ ☒		

Student obligations	Students are required to: – actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) – to participate in the research of Split (literary) material – prepare and present a seminar paper according to pre-established criteria – respect the ethical and scientific principles of the higher education institution.					
Monitoring student work	Class attendance	☒	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
	Radionice	☒		☐		☐
		☐				
Assessment and evaluation of student work	Considering the learning outcomes and students' obligations, the final grade is based on the following elements: – research conducted – 25 % – presentation of research results (seminar essay) – 50 % – participation in workshops – 25 % - depending on the needs of the students it is possible to organize an oral exam Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Jutronić, D., Tomelić Ćurlin, M., Runjić-Stoilova, A. (2016). Libar o jeziku Marka Uvodića Splićanina. Split: Filozofski fakultet u Splitu.			1	no	
	Kapetanović, A. (2011). Čakavski hrvatski književni jezik. U A. Bičanić, R. Katičić i J. Lisac (ur.). Povijest hrvatskoga jezika 2. 16. stoljeće (str. 77–123). Zagreb: Croatica.			1	yes	
	Moguš, M. (1977). Čakavsko narječje. Fonologija. Zagreb: Školska knjiga.			1	no	
	Moguš, M. (1995). Povijest hrvatskoga književnoga jezika (II. dopunjeno izdanje). Zagreb: Globus.			3	no	
Supplementary literature	Optional literature (after consultation with the professor) Jutronić, D. (2010). Od vapore do trajekta, po čemu će nas pripoznavat. Split: Naklada Bošković. Jutronić, D. (2018). Spliske riči. Rječnik: hrvatski standardni jezik – splitski govor. Split: Matica hrvatska – ogranak u Splitu. Kurtović Budja I. (2010). Kopneni čakavski govori u okolici Splita, Šibenika i Zadra. U M. Lončarić (ur.). Prinosi hrvatskoj dijalektnoj fonologiji. (str. 79–157). Split – Zagreb: Književni krug Split – Institut za hrvatski jezik i jezikoslovlje. Menac-Mihalić, M., Menac, A. (2011). Libar pun spliski riči. Zagreb: Institut za hrvatske jezik i jezikoslovlje.					
	Menac-Mihalić, M., Menac, A. (2011). Frazeologija splitskoga govora s rječnicima. Zagreb: Institut za hrvatski jezik i jezikoslovlje. Runjić-Stoilova, A., Tomelić Ćurlin, M. (2015). Language as an Intangible Cultural Heritage: Lexical Recognition in the Satirical Journal „Duje Balavac”.					

	<p>The International Journal of Sustainability in Economic, Social, and Cultural Context 11, 3, 55–69.</p> <p>Runjić-Stoilova, A., Tomelić Ćurlin, M. i Vidučić, V. (2016). The Impact of Language, Media, Standard of Living and Historical Changes on the Split City Speech. International Journal of Current Research, 8, 6, 32823–32827.</p> <p>Tomelić Ćurlin, M., Runjić-Stoilova A. (2008). Morfološke jezične značajke splitske čakavštine Marka Uvodića Splićanina. Zbornik radova Filozofskog fakulteta u Splitu, 1, 75–88.</p> <p>Tomelić Ćurlin, M., Runjić-Stoilova, A. (2010). Prozodijska obilježja splitske čakavštine kroz tri generacije. U M. Brdar, M. Omazić, V. Pavičić Takač, T. Gradečak-Erdeljić, G. Buljan (ur.). Prostor i vrijeme u jeziku: Jezik u prostoru i vremenu. 247–259. Zagreb – Osijek: Hrvatsko društvo za primijenjenu lingvistiku i Filozofski fakultet Sveučilišta Josipa Jurja Strossmayera.</p> <p>Tomelić Ćurlin, M., Runjić-Stoilova, A. (2014). „Čista drugost od više njih” kao informacija, Lingua Montenegrina, 7/2, 14, Cetinje, 47–68.</p> <p>Tomelić Ćurlin, M. (2017). Fonološka i morfološka raščlamba jezika Kavanjinova spjeva, Croatica et Slavica Iadertina, 13/1, 1–16.</p> <p>Tomelić Ćurlin, M. (2018). Splitska rukopisna zbirka Štenja iz splitske katedrale, Čakavska rič, 1–2, 235–244.</p> <p>Tomelić Ćurlin, M., Jerković, S. (2018). Jezične značajke hrvatske marijanske lirike splitskoga književnoga krug 16. stoljeća, Croatica et Slavica Iadertina, 14/1, 47–75.</p> <p>Časopisi: Duje Balavac, Novo doba, Dalmatinski fizkulturnik, Berekin, Štandarac...</p> <p>Rječnici splitskoga govora (starija i novija izdanja)</p>
Quality assurance	<ul style="list-style-type: none">– class attendance, class activity, successfully completing tasks– active participation in class discussions– individual consultations– student questionnaire on the quality of teaching and teachers at the university level– preparation of questionnaires, conducted research and other obligations prescribed by syllabus.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction: course content, work plan and program: history of Croatian language	2	
Seminar	Introduction: course content, work plan and program: history of Croatian language	1	
Week: 2.			
Predavanja	Chakavian literary language literary language throughout history	2	
Seminar	Chakavian literary language literary language throughout history	1	
Week: 3.			
Predavanja	Split Chakavian idiom	2	
Seminar	Split Chakavian idiom	1	
Week: 4.			
Predavanja	Marko Marulić: linguistic analysis of selected fragments	2	

Seminar	Marko Marulić: linguistic analysis of selected fragments	1	
Week: 5.			
Predavanja	Accentual system of selected literary opus (reconstruction)	2	
Seminar	Accentual system of selected literary opus (reconstruction)	1	
Week: 6.			
Predavanja	Accentual system of selected literary opus (reconstruction)	2	
Seminar	Accentual system of selected literary opus (reconstruction)	1	
Week: 7.			
Predavanja	Marko Uvodić Splićanin: linguistic analysis of selected passages	2	
Seminar	Marko Uvodić Splićanin: linguistic analysis of selected passages	1	
Week: 8.			
Predavanja	Ivan Kovačić: linguistic analysis of selected fragments	2	
Seminar	Ivan Kovačić: linguistic analysis of selected fragments	1	
Week: 9.			
Predavanja	Miljenko Smoje: linguistic analysis of selected fragments	2	
Seminar	Miljenko Smoje: linguistic analysis of selected fragments	1	
Week: 10.			
Predavanja	Ante Duplančić, Sonja Senjanović-Peračić (student choice)	2	
Seminar	Ante Duplančić, Sonja Senjanović-Peračić (student choice)	1	
Week: 11.			
Predavanja	Split speech as intangible cultural heritage	2	
Seminar	Split speech as intangible cultural heritage	1	
Week: 12.			
Predavanja	Split speech in primary and secondary school education	2	
Seminar	Split speech in primary and secondary school education	1	
Week: 13.			
Predavanja	Split speech in media: newspapers, magazines	2	
Seminar	Split speech in media: newspapers, magazines	1	
Week: 14.			
Predavanja	Split speech: TV, internet	2	
Seminar	Split speech: TV, internet	1	
Week: 15.			
Predavanja	Conclusion	2	

Seminar	Conclusion	1	
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Course name		Work-based Learning at a Partner Institution						
ID	HZX009	Study year			2.			
Lecturer		ECTS workload			5.0			
Associates		Number of hours			L	S	E	P
					0	30	120	0
Course status	Elective	Online percentage			0%			
Course description								
Course aims	To expose students to work-based learning conditions at the partner institution and enable them to independently identify and solve more complex practical problems in a real work environment.							
Enrolment requirements	Students are eligible to apply to the competition for internship before the start of the second year of the graduate study programme. Should more students apply for the internship than there are places available, the selection procedure will be conducted according to the Rulebook on Internship of the Faculty of Humanities and Social Sciences. (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf) .							
Learning outcomes	<p>Learning outcomes:</p> <ol style="list-style-type: none">1. applying the knowledge and skills acquired during their undergraduate and graduate studies which are required to independently identify and solve more complex concrete problems in a real work environment;2. preparing an internship report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report. Individual learning outcomes - upon the completion of the internship, students will be able to:<ol style="list-style-type: none">1. explain the structure of the selected partner institution;2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges;3. analyses and evaluate concrete practical situations based on recent scientific sources;4. monitor, document, and evaluate processes at the partner institution;5. analyse problems arising from specific work assignments at the partner institution and suggest the procedures for solving them;6. document personal practice and evaluate it reflexively.							
Syllabus	The internship is realised through the performance of specific work assignments overseen by a supervisor from the partner institution. The internship lasts 80 working hours. The supervisor from the partner institution plans work assignments with the consent of the supervisor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the supervisor/teacher from the Faculty, 20 hours with the supervisor from the partner institution), literature research (10 working hours), preparation of the internship report (20 working hours), preparation and defense of the report before the supervisor from the Faculty of Humanities and Social Sciences in Split (10 working hours).							
Teaching types	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning			☒ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☒ Supervision			☐ ☐ ☐ ☐	
Student obligations	- Compliance with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.							

	<ul style="list-style-type: none">- Participation in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor's schedule, which enables the acquisition of learning outcomes outlined by the course.- To adhere to the time frames required to perform the internship.- To actively and constructively act at the partner institution and report to the supervisor during the performance of this course.- To develop and defend an Internship Report.					
Monitoring student work	Class attendance	☒	Research	☒	Practical work	☒
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☐
	Producing and defending the Internship Report	☒		☐		☐
		☐				
Assessment and evaluation of student work	<p>The internship is assessed descriptively by the supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The supervisor from the partner institution continually monitors whether the student participates in the internship regularly and whether he/she is diligent and successful in solving the assigned tasks.</p> <p>At the end of the internship, the supervisor assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none">- The student has successfully completed the internship- The student has not successfully completed the internship. <p>In case the student did not successfully complete the internship, the supervisor from the partner institution must provide a written explanation for the grade, and the supervisor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.</p> <p>If the grade given by the supervisor from the partner institution is "The student has successfully completed the internship", the supervisor from the Faculty of Humanities and Social Sciences in Split analyses the internship report, discusses the work assignments with the student and assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none">- The student has successfully written and defended the internship report.- The student has not successfully written and defended the internship report. <p>If the grade given by the supervisor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the internship report", the grade must be explained in writing.</p> <p>The internship is considered to have been passed if the descriptive grades given by both supervisors have confirmed the successful completion of the internship/internship report. If the descriptive grades by both supervisors are positive, the supervisor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book.</p> <p>In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements:</p> <ol style="list-style-type: none">1. Practical work - 60%2. Prepared and presented report in accordance with the instructions of supervisors - 20%3. Independent research - 20%					
Required literature	Title				Number of copies available	Availability via other media
	Specialist literature is defined by the partner institution supervisor.					

Supplementary literature	Specialist literature is defined by the partner institution supervisor.
Quality assurance	<p>Prior to the internship at the partner institution, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the internship, documenting the process and writing the internship report. During the internship, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split, the supervisor from the partner institution and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the internship is continuously monitored.</p> <p>After completing the internship, the student completes the survey on the quality of the internship in accordance with the Rulebook.</p>
Other (in the opinion of the proponent)	

Course name	Literature and Reality						
ID	HZH502	Study year	2.				
Lecturer	doc. dr. sc. Nikola Sunara	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to familiarize students with the fact that literature is a form of art which, through the medium of language, always shapes reality in some way, as well as with the subjective and objective relationship of literature to reality. The course also aims to provide detailed knowledge about the interrelationship between literature and reality and to enable students to appreciate and understand the aesthetic, ethical, didactic, and other values of literature.						
Enrolment requirements	No prerequisites.						
Learning outcomes	Upon completion of the course, students will be able to: - Study professional and scholarly literature. - Understand the relationship between literary works and reality. - Identify factual and fictional elements in a literary work. - Interpret the relationship between literature and reality. - Recognize literary works as a form of historical document. - Use methods of analysis and synthesis to form their own views on the relationship between literature and reality. - Understand the interrelationship between literary and historical reality. - Recognize visionary elements in literary works. - Interpret the relationship between lyric poetry and reality. - Interpret the relationship between epic, dramatic, and paremiological forms and reality.						
Syllabus	1st week: Introduction. Definition and types of art. Literature as an art of the linguistic medium. Aristotle's "Poetics". 2nd week: History (story) in antiquity and the Illyrian period. 3rd week: Reality in medieval literature, charters, chronicles, annals; Renaissance, Baroque, and Neoclassicism. 4th week: Reality in Romanticism. Ivan Mažuranić, "Smrt Smail-age Čengića", etc. 5th week: Reality in Pre-Realism. Historical context: Khuen-Héderváry; brothers Antun and Stjepan Radić; student protests of 10 October 1895. August Šenoa, "Prosjak Luka". 6th week: Ante Kovačić, "U registraturi". 7th week: Eugenij Kumičić, "Jelkin bosiljak"; Josip Kozarac, short stories. 8th week: Ksaver Šandor Gjalski, "Janko Borislavić"; Vjenceslav Novak, "Iz velegradskog podzemlja", "Posljednji Stipančići". 9th week: Vladimir Nazor, "Knjiga o kraljevima hrvatskijem" . 10th week: Janko Leskovar, "Propali dvori" 11th week: Milutin Cihlar Nehajev, "Bijeg"; Dinko Šimunović, short stories; Ivan Kozarac, "Slavonska krv". 12th week: Božo Lovrić, "More"; Marin Bego, "Niz našu obalu"; Antun Gustav Matoš, "Novele"; Jagoda Truhelka; Marija Jurić Zagorka. 13th week: Viktor Car Emin, "Presječeni puti" 14th week: Ivo Andrić, doctoral dissertation, "Na Drini ćuprija" 15th week: Ivan Aralica, "Put bez sna"						
Teaching types	☒ Lectures ☒ Seminars		☐ Fieldwork ☐ Independent work		☐ ☐		

	☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐	
Student obligations	1. Attendance at lectures and seminars Note: - Attendance in the course is not included in the final grade, but it is a prerequisite for taking the exam. - Minimum attendance requirement: 80% for lectures and 80% for seminars. 2. Obtain information about missed classes during the instructor's consultation hours and from fellow students. 3. Prepare and present a seminar paper. 4. Read the assigned literature and participate in discussions about it. 5. Pass a written exam. 6. Pass an oral exam. 7. Respect the ethical and academic principles of the higher education institution. 8. Adhere to the timeframes required for completing course activities.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
	Lektira	☒		☐		☐
		☐				
Assessment and evaluation of student work	1. Class participation and involvement in discussions during lectures and seminars – 10% 2. Prepared and presented seminar paper – 10% 3. Written exam, or successfully passed two mid-term exams (a passing grade on both mid-terms is equivalent to the written exam) – 40% 4. Oral examination – 40% (The assessment and grading criteria for individual components are described in the course repository.)					
Required literature	Title			Number of copies available	Availability via other media	
	Aristotel, O pjesničkom umijeću, (bilo koje izdanje)			10		
	Solar, M. Teorija književnosti, (bilo koje izdanje)			15		
	Dragić, M. (2008). Poetika i povijest hrvatske usmene književnosti. Fakultetski udžbenik. Split Filozofski fakultet Sveučilišta u Splitu. (Poglavlja o predajama i legendama)				Da	
	Dragić, M. (2005). Književna i povijesna zbilja. Split: HKD Napredak.			2		
	Žmegač, V. (1982.). Književnost i zbilja. Zagreb: Suvremena misao.			5		
	Mircea Eliade, M. (1970). Mit i zbilja, Zagreb.			1		
	Dragić, M. (2018). Hrvatske povijesne i etiološke predaje o ilirskoj kraljici Teuti, Nova prisutnost: časopis za intelektualna i duhovna pitanja, XIII				Da	

	(2), Zagreb: Kršćanski akademski krug (KRAK). 279-296.		
	Dragić, M. (2012). Danak u krvi u romanu „Na Drini ćuprija“ i u suvremenom pripovijedanju. HUM br. 8. 123.-140.		Da
	Dragić, M. (2011). Zbilja o hrvatskom kralju Dmitru Zvonimiru u poeziji Vladimira Nazora, Croatian Studies Review, 7, Macquarie University Sydney, Australia, Faculty of Philosophy University of Split, Croatia, Waterloo University, Canada. 61.-88.		Da
Supplementary literature	Lešić, Z. (2005). Teorija književnosti. Sarajevo. Dragić, M. (2013). Panegirik Zadru u „Vili Slovinci“ Juraja Barakovića, Zadarska smotra, časopis za kulturu, znanost i umjetnost, LXII, 3. Zadar: Matica hrvatska Zadar. 58.-83. Dragić, M. (2017). Fakcija i fikcija o kugi u predajama Hrvata, Kuga u Makarskoj i Primorju 1815. Makarska: Gradski muzej Makarska. 403-435. Dragić, M. (2011). Harač i drugi zločini u Mažuranićevom spjevu „Smrt Smail-age Čengića“ i suvremenom narodnome pripovijedanju. Zbornik: Ivan Mažuranić (1814-1890) i Crna Gora. Cetinje – Osijek: HCDP "Croatica - Montenegrina" RH & CKD "Montenegro - Montenergrina" u Osijeku & Institut za crnogorski jezik i jezikoslovlje "Vojislav P. Nikčević"-Cetinje. 379.-411. Dragić, M. (2011). Etiologija izreke „Šaptom Bosna poginu“, Školski vjesnik, časopis za pedagoška i školska pitanja, V. 60, br. 3., Split: Filozofski fakultet. 361.-382. Dragić, M. (2010). Zbilja o Janku Sibirjaninu u „Razgovoru ugodnom“ i tradiciji, Zadarska smotra, časopis za kulturu znanost i umjetnost, LIX, 1-2., Zadar: Matica hrvatska Zadar. 199.-234. Dragić, M.; Odža, I., (2010). Kliški kapetan Petar Kružić i njegova supruga Jerolima u književnosti, povijesti i suvremenom narodnome pripovijedanju. Lingua Montenegrina, br. 5, Časopis za jezikoslovna, književna i kulturna pitanja. Cetinje: Institut za crnogorski jezik i jezikoslovlje „Vojislav P. Nikčević“. 371.-402. Dragić, M. (2005). Zbilja o harambaši Andrijici Šimiću u usmenoj i pučkoj epici, u: Andrija Šimić - izuzetna pojava među hajducima: zbornik radova sa znanstvenog skupa "Hajduk Andrija Šimić i njegovo doba" / Milas, Mijo; Mimica, Ivan (ur.). Split: Logos-tours. 65. -92. Dragić, M. (2003). Zbilja o knezovima Nakićima i Vučkovićima u "Razgovoru ugodnom" i tradiciji. Školski vjesnik, časopis za pedagoška i školska pitanja br. 52. (3-4). Split. 283.-295.		
Quality assurance	- Attendance, class participation, and successful completion of assignments. - Student evaluation survey on the quality of teaching and instructors at the university level. - Passed exam and fulfillment of other syllabus-required obligations. - Individual consultations. - Student self-assessment of achieved learning outcomes. - Peer assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction. Definition and types of art. Literature as an art of the linguistic medium. Aristotle's "Poetics".	2	

Seminar	Introduction. Definition and types of art. Literature as an art of the linguistic medium. Aristotle's "Poetics".	2	
Week: 2.			
Predavanja	History (story) in antiquity and the Illyrian period.	2	
Seminar	History (story) in antiquity and the Illyrian period.	2	
Week: 3.			
Predavanja	Reality in medieval literature, charters, chronicles, annals; Renaissance, Baroque, and Neoclassicism.	2	
Seminar	Reality in medieval literature, charters, chronicles, annals; Renaissance, Baroque, and Neoclassicism.	2	
Week: 4.			
Predavanja	Reality in Romanticism. Ivan Mažuranić, "Smrt Smail-age Čengića", etc.	2	
Seminar	Reality in Romanticism. Ivan Mažuranić, "Smrt Smail-age Čengića", etc.	2	
Week: 5.			
Predavanja	Reality in Pre-Realism. Historical context: Khuen-Héderváry; brothers Antun and Stjepan Radić; student protests of 10 October 1895. August Šenoa, "Prosjak Luka".	2	
Seminar	Reality in Pre-Realism. Historical context: Khuen-Héderváry; brothers Antun and Stjepan Radić; student protests of 10 October 1895. August Šenoa, "Prosjak Luka".	2	
Week: 6.			
Predavanja	Ante Kovačić „U registraturi“.	2	
Seminar	Ante Kovačić „U registraturi“.	2	
Week: 7.			
Predavanja	Eugenij Kumičić, "Jelkin bosiljak"; Josip Kozarac, short stories.	2	
Seminar	Eugenij Kumičić, "Jelkin bosiljak"; Josip Kozarac, short stories.	2	
Week: 8.			
Predavanja	Ksaver Šandor Gjalski, "Janko Borislavić"; Vjenceslav Novak, "Iz velegradskog podzemlja", "Posljednji Stipančići".	2	
Seminar	Ksaver Šandor Gjalski, "Janko Borislavić"; Vjenceslav Novak, "Iz velegradskog podzemlja", "Posljednji Stipančići".	2	
Week: 9.			
Predavanja	Vladimir Nazor, "Knjiga o kraljevima hrvatskijem" .	2	
Seminar	Vladimir Nazor, "Knjiga o kraljevima hrvatskijem" .	2	
Week: 10.			
Predavanja	Janko Lesković „Propali dvori“	2	
Seminar	Janko Lesković „Propali dvori“	2	
Week: 11.			
Predavanja	Milutin Cihlar Nehajev, "Bijeg"; Dinko Šimunović, short stories; Ivan Kozarac, "Slavonska krv".	2	

Seminar	Milutin Cihlar Nehajev, "Bijeg"; Dinko Šimunović, short stories; Ivan Kozarac, "Slavonska krv".	2	
Week: 12.			
Predavanja	Božo Lovrić, "More"; Marin Bego, "Niz našu obalu"; Antun Gustav Matoš, "Novele"; Jagoda Truhelka; Marija Jurić Zagorka.	2	
Seminar	Božo Lovrić, "More"; Marin Bego, "Niz našu obalu"; Antun Gustav Matoš, "Novele"; Jagoda Truhelka; Marija Jurić Zagorka.	2	
Week: 13.			
Predavanja	Viktor Car Emin „Presječeni puti“	2	
Seminar	Viktor Car Emin „Presječeni puti“	2	
Week: 14.			
Predavanja	Ivo Andrić, doctoral dissertation, "Na Drini ćuprija"	2	
Seminar	Ivo Andrić, doctoral dissertation, "Na Drini ćuprija"	2	
Week: 15.			
Predavanja	Ivan Aralica, Put bez sna.	2	
Seminar	Ivan Aralica, Put bez sna.	1	

Course name	Literature teaching methodology						
ID	HZH802	Study year	2.				
Lecturer	prof. dr. sc. Jadranka Nemeth-Jajić	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	20%				
Course description							
Course aims	The course aims to introduce students to the basic characteristics of teaching literature in primary and secondary schools and media culture in primary schools, and to train them in critical thinking, planning, preparation and implementation of teaching literature and media culture by applying contemporary knowledge of literary education methodology.						
Enrolment requirements	Completed undergraduate courses in literary theory and literary history. Entry competencies: knowledge of literary theory, Croatian and world literature.						
Learning outcomes	Upon completion of the course, students will be able to: - compare traditional and modern literature teaching; - explain the theoretical basis of literature teaching; - apply principles, teaching methods and forms of work, teaching aids and aids in teaching literature and media culture; - plan a literature and media culture lesson; - prepare methodological preparation for the selected teaching unit; - conduct a lesson; - analyze literature and media culture lessons; - evaluate literature and media culture lessons; - evaluate student achievements in literature and media culture lessons.						
Syllabus	1. Purpose, goals and tasks of teaching literature and media culture. 2. Teaching literature: systems and approaches. Specific features of primary and secondary school teaching of literature. 3. Teaching methods and forms of work, teaching aids and aids and their application in teaching literature and media culture. 4. Methodical design of the teaching unit. 5. Motivations in teaching literature. 6. Teacher questions about literary text. 7. School interpretation of a lyric poem. 8. School interpretation of a narrative text. 9. Encouraging and developing literary abilities in communicating with a literary text. 10. Problem-based and creative approach in teaching literature. 11. Reading with anticipation. 12. Methodical approaches to literary reading. 13. Methodical approaches to media culture. 14. Monitoring, evaluating and grading student achievements and activities in the teaching of literature and media culture. 15. Monitoring and evaluating teaching activities.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐ ☐				
Student obligations	The student is obliged to: - attend classes regularly (attend at least 80% of lectures and 80% of seminars) - actively and constructively participate in classes						

	<ul style="list-style-type: none">- respect the ethical and scientific principles of the higher education institution- prepare and present a seminar paper- pass a written exam (possibility of taking the written exam over two preliminary exams); oral exam if necessary- obtain information about classes he/she missed from other students or in consultations with the professor.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: <ul style="list-style-type: none">- preparation and presentation of a seminar paper – 40%- active participation in lectures and seminars – 10%- passed midterms and/or written exam – each midterm 25%; written exam 50% The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Rosandić, Dragutin, Metodika književnoga odgoja, Zagreb, 2005.			5		
	Karol Visinko, Čitanje: poučavanje i učenje, Zagreb, 2014.			8		
	Listeš, Srećko; Grubišić Belina, Linda, Kompetencijski pristup nastavi Hrvatskoga jezika, Zagreb, 2017.			6		
	Peko, Anđelka; Pintarić, Ana, Uvod u didaktiku hrvatskoga jezika, Osijek, 1999.			5		
Supplementary literature	Kurikulum nastavnog predmeta Hrvatski jezik za osnovne škole i gimnazije, Zagreb, 2019. Čitanje za školu i život, zbornik radova IV. simpozija učitelja i nastavnika hrvatskoga jezika, Zagreb, 2013. Čavar, Ana; Plejić Poje, Lahorka (ur.). 2023. Hrvatski jezik: povijest i uloge nastavnog predmeta. Zagreb: Hrvatsko filološko društvo. Dostupno na https://www.predmet-hrvatski.com/izlozba-2/izdanja/ Grosman, Meta, U obranu čitanja, Zagreb, 2010. Nemeth-Jajić, Jadranka, Hrvatski književnici u nastavi, Split, 2007. Pandžić, Vlado, Hrvatski roman u školi, Zagreb, 2001. Pandžić, Vlado, Putovima školske recepcije književnosti, Zagreb, 2001. Šabić, Ana Gabrijele, Učenik i lirika, Zagreb, 1991. Težak, Stjepko, Metodika nastave filma, Zagreb, 1990. Udžbenici i priručnici za učitelje. Hrvatski, časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture					
Quality assurance	<ul style="list-style-type: none">- regular class attendance- active participation in lectures and seminars- individual consultations					

	<ul style="list-style-type: none">- preparation and presentation of a seminar paper- passed preliminary exams and/or written exam- student survey on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Purpose, goals and tasks of teaching literature and media culture.	2	
Seminar	Subject areas Literature and Creativity and Culture and Media in the Croatian Language subject curriculum.	2	
Week: 2.			
Predavanja	Teaching literature: systems and approaches.	2	
Seminar	Specific features of elementary and secondary school literature teaching.	2	
Week: 3.			
Predavanja	Teaching methods and forms of work, teaching aids and resources and their application in teaching literature and media culture.	2	
Seminar	Teaching methods and forms of work, teaching aids and resources and their application in teaching literature and media culture - examples.	2	
Week: 4.			
Predavanja	Methodical design of teaching units.	2	
Seminar	Methodical design of teaching units - examples.	2	
Week: 5.			
Predavanja	Motivations in literature teaching.	2	
Seminar	Motivations in literature teaching - examples.	2	
Week: 6.			
Predavanja	Teacher questions about literary texts.	2	
Seminar	Teacher questions about literary texts - examples.	2	
Week: 7.			
Predavanja	School interpretation of lyrical poetry.	2	
Seminar	School interpretation of lyrical poetry - methodical models.	2	
Week: 8.			
Predavanja	School interpretation of narrative text.	2	
Seminar	School interpretation of narrative text - methodical models.	2	
Week: 9.			
Predavanja	Encouraging and developing literary abilities in communication with literary texts.	2	
Seminar	School interpretation of literary texts - methodical models.	2	
Week: 10.			

Predavanja	Problem-based and creative approach in teaching literature.	2	
Seminar	Problem-based and creative approach in teaching literature - methodical models.	2	
Week: 11.			
Predavanja	Reading with anticipation.	2	
Seminar	School interpretation of literary texts - methodical models.	2	
Week: 12.			
Predavanja	Methodical approaches to literary reading.	2	
Seminar	School interpretation of literary texts - methodical models.	2	
Week: 13.			
Predavanja	Methodical approaches to media culture.	2	
Seminar	Teaching culture and media - methodical models.	2	
Week: 14.			
Predavanja	Monitoring, evaluating and grading student achievements and activities in the teaching of literature and media culture.	2	
Seminar	School interpretation of literary texts - methodical models.	2	
Week: 15.			
Predavanja	Monitoring and evaluation of teaching activities.	2	
Seminar	Monitoring and evaluation of teaching activities - examples.	2	

Course name	Master's Thesis						
ID	HZH903		Study year	2.			
Lecturer			ECTS workload	10.0			
Associates			Number of hours	L	S	E	P
				0	0	0	0
Course status	Compulsory		Online percentage	0%			
Course description							
Course aims							
Enrolment requirements							
Learning outcomes							
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations							
Assessment and evaluation of student work							
Required literature	Title	Number of copies available	Availability via other media				
	-						
Supplementary literature							
Quality assurance							
Other (in the opinion of the proponent)							

Course name	Teaching practice						
ID	HZH902		Study year		2.		
Lecturer	prof. dr. sc. Jadranka Nemeth-Jajić		ECTS workload		5.0		
Associates			Number of hours		L	S	E
P							
					0	0	75
					0		
Course status	Compulsory		Online percentage		0%		
Course description							
Course aims	The aim of the course is to train students to judge, evaluate, plan, prepare and deliver quality teaching of the Croatian language, linguistic expression, literature, culture and media in primary and secondary schools by applying contemporary knowledge of the methodology of language, literature and media education.						
Enrolment requirements	Requirements for enrolling in the course: completed courses in Croatian Language Teaching Methods and Literature Teaching Methods. Entry competencies: knowledge of the theory of teaching the Croatian language, linguistic expression, literature and media culture.						
Learning outcomes	Upon completion of the course, students will be able to: - analyze the lessons attended by mentors in the teaching areas of Croatian Language and Communication, Literature and Creativity, and Culture and Media in primary and secondary schools; - evaluate the lessons attended; - plan a lesson for the assigned teaching units; - apply principles, teaching methods and forms of work, teaching aids and aids in teaching the Croatian language; - prepare methodological preparation for the assigned teaching units; - conduct a lesson.						
Syllabus	1. Teaching practice in primary school. Learning about teaching duties and responsibilities, as well as curricula, textbooks, laws, regulations and school documentation. 2. Monitoring mentoring classes and other teaching duties. Participation in the analysis and evaluation of mentors' teaching hours. 3. Independent performance of students' teaching hours (trial and exam) and their analysis. Total hours in primary school: 38 4. Teaching practice in secondary school. Learning about teaching duties and responsibilities, as well as curricula, textbooks, laws, regulations and school documentation. 5. Monitoring mentoring classes and other teaching duties. Participation in the analysis and evaluation of mentors' teaching hours. 6. Independent performance of students' teaching hours (trial and exam) and their analysis. 7. Total hours in secondary school: 37						
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations	The student is obliged to: - adhere to the ethical principles, regulations and rules of the school where he/she is doing his/her teaching practice - regularly attend exercises (100%) - keep a diary of monitoring classes, learning about teaching duties and all his/her completed work - actively and constructively participate in the analysis of teaching hours						

	- prepare methodological preparations for independent teaching hours in accordance with the instructions of the course leader, and in cooperation with mentors - hold four (4) teaching hours: one trial and one exam teaching hour in primary and secondary schools (exam hours must be from different subject areas).					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☒
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: - preparation of methodological preparations and performance of exam lessons – 90% - active and constructive participation in the analysis of lessons – 10%. The criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title		Number of copies available	Availability via other media		
	Stjepko Težak, Teorija i praksa nastave hrvatskoga jezika 1, Zagreb, 1996.		5			
	Jadranka Nemeth-Jajić, Hrvatski jezik u nastavi, Split, 2018.		5			
	Dragutin Rosandić, Metodika književnoga odgoja, Zagreb, 2005.		5			
	Visinko, Karol; Grakalić Plenković, Sanja. 2023. Hrvatski jezik u osnovnoj i srednjoj školi. Udžbenik za studente na školskoj praksi. Rijeka: Filozofski fakultet Sveučilišta u Rijeci.		8			
Supplementary literature	Kurikulum nastavnog predmeta Hrvatski jezik za osnovne škole i gimnazije, Zagreb, 2019. Textbooks and manuals for teachers.					
Quality assurance	- regular attendance of teaching practice - active participation in the analysis of teaching hours - individual consultations - passed exam teaching hours - student survey on the quality of teaching and teachers at the university level					
Other (in the opinion of the proponent)						
Syllabus						
Class type	Topic		Teaching hours	Location		
Week: 1.						
Terenske vježbe	Teaching practice in primary school. Getting to know teachers' duties and responsibilities as well as teaching plans and programs (curriculum), textbooks, laws, regulations and school documentation.		3			
Week: 2.						

Terenske vježbe	Monitoring mentoring classes and other teaching tasks in elementary schools. Participation in the analysis and evaluation of mentors' teaching hours.	5	
Week: 3.			
Terenske vježbe	Monitoring mentoring classes in elementary school. Participation in the analysis and evaluation of mentors' teaching hours.	5	
Week: 4.			
Terenske vježbe	Monitoring mentoring classes and other teaching tasks. Participation in the analysis and evaluation of mentors' teaching hours.	5	
Week: 5.			
Terenske vježbe	Independent performance of experimental teaching lessons by elementary school students and their analysis.	5	
Week: 6.			
Terenske vježbe	Independent performance of experimental teaching lessons by elementary school students and their analysis.	5	
Week: 7.			
Terenske vježbe	Independent performance of exam teaching lessons by elementary school students and their analysis.	5	
Week: 8.			
Terenske vježbe	Independent performance of exam teaching lessons by elementary school students and their analysis.	5	
Week: 9.			
Terenske vježbe	Teaching practice in high school. Getting to know the duties and responsibilities of a teacher, as well as the curricula, textbooks, laws, regulations and school documentation. Monitoring mentoring classes in high school. Participation in the analysis and evaluation of mentors' lessons.	6	
Week: 10.			
Terenske vježbe	Monitoring mentoring classes and other teaching tasks in high school. Participation in the analysis and evaluation of mentors' teaching hours.	6	
Week: 11.			
Terenske vježbe	Monitoring mentoring classes and other teaching tasks in high school. Participation in the analysis and evaluation of mentors' teaching hours.	5	
Week: 12.			
Terenske vježbe	Independent performance of trial lessons by high school students and their analysis.	5	
Week: 13.			
Terenske vježbe	Independent performance of trial lessons by high school students and their analysis.	5	
Week: 14.			
Terenske vježbe	Independent performance of exam lessons by high school students and their analysis.	5	
Week: 15.			
Terenske vježbe	Independent performance of exam lessons by high school students and their analysis.	5	

Course name	Children's Literature							
ID	HZH721		Study year		1.			
Lecturer	izv. prof. dr. sc. Lucijana Armanda Šundov		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
					30	15	0	0
Course status	Elective		Online percentage		0%			
Course description								
Course aims	<p>The aim of the course is to introduce students to the key themes and content of children's literature and to explore works that are intended or adapted for children in terms of their themes, style and composition. The aim is also to show and explain the development path of children's literature from literature with an emphasis on didactic and pedagogical dimensions to literature that speaks distinctively and recognizably about the world of children and their right to their own literature and its experience free from any burden.</p> <p>The aim is to define and interpret the genre corpus of children's literature (stories - folk and artistic, fantasy stories, poetry, fables, various forms of novels and youth adventure literature, and works of science fiction) and to learn to recognize them.</p> <p>The goal is to focus attention on the canonical names of children's literature (Brothers Grimm, Andersen, Twain, Kipling, F. Molnar, E. Kastner, Gaarder, Pullman, Rowling, etc., and Kuten, Brlić-Mažuranić, Balog, Vitez, Paljetak, Kušan, etc.).</p>							
Enrolment requirements	No conditions required.							
Learning outcomes	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none">- interpret the meaning and role of individual names and their works in shaping children's literature- interpret the most significant literary works- apply critical methods and insights in evaluating new literary works- discuss literary works in a competent and research-based manner- discuss key issues in the field of children's literature- participate in thematic meetings and round tables on literary topics							
Syllabus	<ol style="list-style-type: none">1. Introductory lesson - definition of children's literature2. Children's literature / relationship to other literature / Picture book and its forms3. Story: artistic and folk; Fairy tale (Perault, Brothers Grimm, Ivana Brlić-Mažuranić)4. H. Christian Andersen; influence on the development of children's literature5. Fantasy (Collodi, Carroll, Lagerlof)6. James Barrie, Saint-Exupery, Lidgren; Fantasy with animals in the foreground (Lofting)7. Karel Čapek; Lingren; Nazor; Horvat8. Fables (Aesop, La Fontaine, Lessing, Krylov)9. Croatian fables10. Stories, tales about animals11. Children's poetry; traditional and modern children's poetry12. Children's novels; adventure novels; Science fiction works13. Adventure works; travelogues, biographical works and diaries14. Plays; Comics15. Final lecture; discussion about the ex							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals		☐ Fieldwork ☒ Independent work ☐ Multimedia		☐ ☐ ☐			

	☐ Remote learning ☐ Blended learning	☐ Laboratory ☐ Supervision	☐			
Student obligations	- actively, regularly and constructively participate in classes (students are required to attend at least 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - obtain information about classes that have been missed from other students or in consultations with the professor - prepare and present a seminar paper according to pre-determined criteria - pass a written and oral exam					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☒	Participation in class	☐
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: - written exam passed – 50% - seminar paper prepared and presented – 25% - class activity, participation in class discussions – 10% - oral exam passed – 15% The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title		Number of copies available	Availability via other media		
	Crnković, M. (1990). Dječja književnost. Zagreb: Školska knjiga.		1			
	Crnković, M. -Težak, D. (200.). Povijest hrvatske dječje književnosti. Zagreb: Znanje.		1			
	Hazard, P. (1970). Knjige, djeca i odrasli. Zagreb: Stylos.		1			
	Diklić, Z.; Težak, D.- Zalar, I. (1996). Primjeri iz dječje književnosti. Zagreb: Divič.		1			
Supplementary literature	Betelheim, B. (1979). Značenje bajki. Jugoslavija, Beograd. Biti, V. (1981). Bajka i predaja. Zagreb: Liber, Hranjec, S. (1998). Hrvatski dječji roman. Zagreb: Znanje. Idrizović, M. (1984). Hrvatska književnost za djecu. Zagreb: Matica hrvatska. Javor, R. (ur.). (1988). Odrastanje u zrcalu suvremene književnosti za djecu i mladež. Zbornik tekstova. Zagreb. Skok, J. (1990). Lijet Ikara. Antologija hrvatskog dječjeg pjesništva. Zagreb. Težak, D. (2001). Bajke. Antologija. Zagreb. Težak, D. (2001). Basne. Antologija. Zagreb. Umjetnost i dijete, brojevi od 1969. do 1997. Zalar, I. (1991). Pregled hrvatske dječje poezije. Zagreb.					
Quality assurance	- student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - class attendance, class activity, success in completing assignments - collaborative assessment of the implementation and quality of the teaching process					

Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Introductory lesson - definition of children's literature.	2	
Seminar	1. Introductory lesson - definition of children's literature.	2	
Week: 2.			
Seminar	2. Different picture books.	2	
Predavanja	2. Children's literature / relationship to other literature.	2	
Week: 3.			
Predavanja	3. Story: artistic and folk; Fairy tale (Perault, Brothers Grimm, Ivana Brlić-Mažuranić)	2	
Seminar	3. Story: artistic and folk; Fairy tale (Perault, Brothers Grimm, Ivana Brlić-Mažuranić)	2	
Week: 4.			
Predavanja	4. H. Cristian Andersen; influence on the development of children's literature.	2	
Seminar	4. H. Cristian Andersen; influence on the development of children's literature.	2	
Week: 5.			
Predavanja	5. Fantasy.	2	
Seminar	5. Collodi, Carroll, Lagerlof.	2	
Week: 6.			
Predavanja	6. James Barrie, Saint-Exupery, Lidgren.	2	
Seminar	6. 6. Fantasies with animals in the foreground (Lofting).	2	
Week: 7.			
Predavanja	7. Karel Čapek; Lingren.	2	
Seminar	7. Nazor, Horvat.	2	
Week: 8.			
Predavanja	8. Fables (Ezop, La Fontaine).	2	
Seminar	8. Lessing, Krilov.	2	
Week: 9.			
Predavanja	9. Croatian fables.	2	
Seminar	9. Croatian fables.	2	
Week: 10.			
Predavanja	10. Stories, tales about animals.	2	
Seminar	10. Stories, tales about animals.	2	
Week: 11.			
Predavanja	11. Children's poetry: traditional and modern.	2	
Seminar	11. Children's poetry: traditional and modern.	2	
Week: 12.			
Predavanja	12. Children's novels: adventure novels.	2	

Seminar	12. Science fiction.	2	
Week: 13.			
Predavanja	13. Adventure novels, travelogues.	2	
Seminar	13. Biographical works, diaries.	2	
Week: 14.			
Predavanja	14. Children's plays.	2	
Seminar	14. Comics.	2	
Week: 15.			
Predavanja	15. Concluding lecture. Discussion about the exam.	2	
Seminar	15. Concluding lecture. Discussion about the exam.	2	

Course name	Vernacular Stylistics						
ID	HZH817		Study year		1.		
Lecturer	doc. dr. sc. Eni Buljubašić		ECTS workload		3.0		
Associates			Number of hours		L	S	E
					30	15	0
Course status	Elective		Online percentage		0%		
Course description							
Course aims							
Enrolment requirements							
Learning outcomes							
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations							
Assessment and evaluation of student work							
Required literature	Title	Number of copies available		Availability via other media			
	-						
Supplementary literature							
Quality assurance							
Other (in the opinion of the proponent)							

Course name	Young Adult Literature							
ID	HZH722		Study year		2.			
Lecturer	izv. prof. dr. sc. Lucijana Armanda Šundov		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
30					15	0	0	
Course status	Elective		Online percentage		0%			
Course description								
Course aims	The aim of the course is to introduce students to the key themes and content of youth literature. The aim is to explore works that are intended or adapted for children in terms of their themes, style and composition. The aim is also to explain the developmental path from literature with an emphasis on didactic and pedagogical dimensions to literature that speaks distinctively and recognizably about the world of children and their right to their own literature and its experience free from any burden. The aim is to define and interpret the genre corpus of youth literature (stories - folk and artistic, fantasy stories, poetry, fables, various forms of novels and adolescent adventure literature, and works of science fiction. The aim is to focus attention on the great and canonical names of world and Croatian youth literature.							
Enrolment requirements	No conditions required.							
Learning outcomes	After completing this course, students will be able to: - interpret the meaning and role of certain names and their works in the shaping of youth literature - interpret the most important literary works - apply critical methods and knowledge in evaluating new literary works - discuss literary works in a competent and investigative manner - discuss key issues in the field of youth literature - emphasis on those names and works that marked the development of this type of literature							
Syllabus	1. Introduction to the course: introduction to the course structure, work methods and literature. Definition of children's literature: basic concepts and historical dynamics. 2. Field of children's literature: reading, literary awards, canon of children's literature. Intermediality and intertextuality of children's literature. 3. Picture book: historical, poetic and ideological determinants of the genre. The relationship between a picture book and an illustrated book. (Junaković, Bašić) 4. Fairy tale: historical, poetic and ideological determinants of the genre. Fairy tale and story, fairy tale and oral literature, fairy tale and institutions of children's literature, etc. (Perault, Grimm, Andersen, Wilde, Brlić-Mažuranić, Škrinjarić) 5. Fantasy: historical, poetic and ideological determinants of the genre, basic differences between fairy tales and fantastic stories, types of fantastic stories. (Carroll, Barrie, Baum, Lewis, Rowling, Gaiman, Škrinjarić) 6. Children's poetry: historical and poetic determinants of traditional and contemporary children's poetry. (Vitez, Balog, Paljetak, Kanižaj, Zvrko 7. Children's novel: historical, poetic and ideological determinants of the genre. Types of children's novels: novels about childhood, novels about orphans, detective, animalistic, etc. 8. Stories and novels about childhood: historical, poetic and ideological determinants. (Lovrak, Kušan, Spyri) 9. Animalistic children's literature: historical, poetic and ideological determinants of fables, stories about animals, animalistic novels, animalistic poetry, etc. (Aesop, La Fonatine, Salten, Prosenjak)							

	10. Adolescent literature: historical, poetic and ideological determinants. (Meyer, Naprta) 11. Synthesis and evaluation, discussion about th					
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	The student is obliged to: - actively, regularly and constructively participate in classes (students are required to attend at least 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - obtain information about classes that he/she has missed from other students or in consultations with the professor - prepare and present a seminar paper according to pre-determined criteria - pass a written and oral exam					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☒	Participation in class	☐
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: - written exam passed – 50% - seminar paper prepared and presented – 25% - class activity, participation in class discussions – 10% - oral exam passed – 15% The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Hameršak, M. (2015.). Uvod u dječju književnost. Zagreb: Leykam International.			1		
Supplementary literature	Časopis Umjetnost i dijete, brojevi od 1969. do 1997. Crnković, M. (1978.). Hrvatska dječja književnost do kraja XIX. stoljeća, Školska knjiga, Zagreb. Betelheim, B. (2000.). Smisao i značenje bajki. Poduzetništvo Jakić, Cres. Zalar, I. (1991.). Pregled hrvatske dječje poezije, Zagreb. Zima, D. (2012). Kraći ljudi: Povijest lika u hrvatskom dječjem romanu. Školska knjiga, Zagreb. Skok, J. (1990.). Lijet Ikara. Antologija hrvatskog dječjeg pjesništva, Zagreb. Težak, D. (2001.). Bajke. Antologija, Zagreb. Težak, D. (2001.). Basne. Antologija, Zagreb. Biti, V. (1981.). Bajka i predaja. Liber, Zagreb. Pintarić, A. (1999.). Bajke. Pregled i interpretacija, Osijek. Težak, S. (1969.). Interpretacija bajke. Pedagoško-književni zbor, Zagreb. Hranjec. S. (1998.). Hrvatski dječji roman, Znanje, Zagreb. Idrizović, M. (1984.). Hrvatska književnost za djecu, Matica hrvatska, Zagreb.					

	Javor, R. (ur.) (1998). Odrastanje u zrcalu suvremene književnosti za djecu i mladež. Zbornik tekstova. Zagreb. Majhut, Berislav. 2005. Pustolov, siroče i dječja družba: hrvatski dječji roman do 1945. FF press, Zagreb.		
Quality assurance	student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - class attendance, class activity, success in completing assignments - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Introduction to the course: introduction to the course structure, methods of work and literature. Definition of children's literature: basic concepts and historical dynamics.	2	
Seminar	1. Introduction to the course: introduction to the course structure, methods of work and literature. Definition of children's literature: basic concepts and historical dynamics.	2	
Week: 2.			
Predavanja	2. The field of children's literature: reading, literary awards, the canon of children's literature. Intermediality and intertextuality of children's literature.	2	
Seminar	2. The field of children's literature: reading, literary awards, the canon of children's literature. Intermediality and intertextuality of children's literature.	2	
Week: 3.			
Predavanja	3. Picture book: historical, poetic and ideological determinants of the genre. The relationship between a picture book and an illustrated book.	2	
Seminar	3. Picture books: Junaković, Bašić.	2	
Week: 4.			
Predavanja	4. Fairy tale: historical, poetic and ideological determinants of the genre. Fairy tale and story, fairy tale and oral literature, fairy tale and institutions of children's literature.	2	
Seminar	4. Perault, Grimm, Andersen, Wilde.	2	
Week: 5.			
Predavanja	5. Fairy tale: historical, poetic and ideological determinants of the genre. Fairy tale and story, fairy tale and oral literature, fairy tale and institutions of children's literature.	2	
Seminar	5. Brlić-Mažuranić, Škrinjarić.	2	
Week: 6.			

Predavanja	6. Fantasy: historical, poetic and ideological determinants of the genre, basic differences between fairy tales and fantasy stories, types of fantasy stories.	2	
Seminar	6. Carroll, Barrie.	2	
Week: 7.			
Predavanja	7. Fantasy: historical, poetic and ideological determinants of the genre, basic differences between fairy tales and fantasy stories, types of fantasy stories.	2	
Seminar	7. Baum, Lewis, Rawling.	2	
Week: 8.			
Predavanja	8. Fantasy: historical, poetic and ideological determinants of the genre, basic differences between fairy tales and fantasy stories, types of fantasy stories.	2	
Seminar	8. Gaiman, Škrinjarić.	2	
Week: 9.			
Predavanja	9. Children's poetry: historical and poetic determinants of traditional and contemporary children's poetry.	2	
Seminar	9. Vitez, Balog, Paljetak, Kanižaj, Zvrko	2	
Week: 10.			
Predavanja	10. Children's novel: historical, poetic and ideological determinants of the genre. Types of children's novels: novels about childhood, novels about orphans, detective novels, animalistic novels, etc.	2	
Seminar	10. Children's novel: historical, poetic and ideological determinants of the genre. Types of children's novels: novels about childhood, novels about orphans, detective novels, animalistic novels, etc.	2	
Week: 11.			
Predavanja	11. Pripovijetke i romani o djetinjstvu: povijesne, poetske i ideološke odrednice.	2	
Seminar	11. Lovrak, Kušan, Spyri.	2	
Week: 12.			
Predavanja	12. Animalistic children's literature: historical, poetic and ideological determinants of fables, animal stories, animalistic novels, animalistic poetry, etc.	2	
Seminar	12. Ezop, La Fontaine, Salten, Prosenjak.	2	
Week: 13.			
Predavanja	13. Adolescent literature: historical, poetic and ideological determinants.	2	
Seminar	13. Meyer, Naprta.	2	
Week: 14.			
Predavanja	14. Adolescent literature.	2	
Seminar	14. Adolescent literature.	2	
Week: 15.			
Predavanja	15. Synthesis and evaluation, discussion about the exam.	2	
Seminar	15. Synthesis and evaluation, discussion about the exam.	2	

Course name	Rhetoric in Practice						
ID	HZH723	Study year	2.				
Lecturer	prof. dr. sc. Anita Runjić-Stoilova	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of this course is to prepare students for the communication challenges of their profession in public and to provide them with the knowledge and guidance necessary for more effective oral communication, both in terms of content and delivery, within their professional field. Students will learn to distinguish between monologic and dialogic forms of speech required for professional communication. The course also aims to train students to speak using an instructional communication strategy, as well as to listen to and evaluate spoken performances. Furthermore, the course seeks to help students develop awareness of their own speech performance, including pronunciation deviations from the standard language and speech impediments, while emphasizing the importance of maintaining a healthy and pleasant voice.						
Enrolment requirements	None.						
Learning outcomes	Upon completion of the course, students will be able to: - describe the characteristics of monologic and dialogic speech genres; - speak expressively using a variety of rhetorical and communication strategies; - organize a speech according to the classical canons of rhetoric; - support and defend a thesis through effective argumentation; - use conversational cues and interactional signals appropriately and skillfully; - listen critically with attention and discernment.						
Syllabus	Week 1 L: Definition and characteristics of public speaking and its relationship to private communication. Rhetoric is defined, and different speech genres (monologic and dialogic) are explained. The importance of studying rhetoric and developing public speaking skills is emphasized. S: Students' (self)introductions. Raising awareness of the differences between public and private speaking. Assignment of speech topics and overview of course requirements. Week 2 L: Speech composition – the rhetorical structure as the foundation of an effective speech. Initial speech design: determining the central idea and purpose of a speech. S: Viewing and analyzing recorded speeches. Introduction to the speech performance evaluation form. Establishing assessment criteria. Identifying and analyzing the components of speech composition. Week 3 L: Introduction to voice and pronunciation analysis. Voice and pronunciation exercises. S: Improvisation activities. Recording students' speech performances. Week 4 L: Initial speech design II – speech strategies. Introduction to various speech strategies and their defining characteristics. Examples of each strategy. S: Speech Performance 1. Student seminar presentations according to previously assigned topics (two presentations and two presentation analyses). Discussion and evaluation using the performance assessment form. Week 5*						

	<p>L: Audience analysis and speech adaptation. Selecting appropriate speech strategies based on audience profiles.</p> <p>S: Speech Performance 2. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses.</p> <p>Week 6</p> <p>L: Fundamentals of argumentation in public speaking, with particular emphasis on the definition of terms. Students learn the components and various types of definitions.</p> <p>S: Speech Performance 3. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses. Practice in defining concepts.</p> <p>Week 7</p> <p>L: The importance of logic in speech. Analysis of examples of logical and illogical reasoning. Logical relationships: induction, deduction, analogy, signs, and cause-and-effect relationships.</p> <p>S: Speech Performance 4. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses.</p> <p>Week 8</p> <p>L: Stages of speech preparation.</p> <p>S: Speech Performance 5. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses.</p> <p>Week 9</p> <p>L: Introduction to critical listening skills and the fundamentals of speaking and listening etiquette.</p> <p>S: Speech Performance 6. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses.</p> <p>Week 10</p> <p>L: Fundamentals of interpersonal communication. Introduction to different types of nonverbal signals and their interpretation, with particular emphasis on proxemic cues.</p> <p>S: Speech Performance 7. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses.</p> <p>Week 11</p> <p>L: Occasional speeches: toasts, award acceptance speeches, welcoming speeches, and similar forms. Students learn the essential characteristics of effective ceremonial speaking.</p> <p>S: Note-taking and media use. Students are introduced to note-taking techniques and the effective use of media. Guidance is provided on the appropriate use of media, considering the amount of information conveyed. Practical advice for designing presentations is also given.</p> <p>Week 12</p> <p>L: Dialogic speech genres – debate. Students are introduced to the structure and components of debate, debating roles, and different debate formats. Students formulate debate theses.</p> <p>S: Practice in delivering epideictic speeches.</p> <p>Week 13</p> <p>L: Dialogic speech genres – meetings. Students learn about different types of meetings and the principles of effective meeting management. They practice preparing and conducting meetings through simulated scenarios.</p> <p>S: Students practice debating skills. They are expected to come to class prepared with arguments supporting their assigned position.</p> <p>Week 14</p> <p>L: Characteristics of effective speaking style. Common linguistic and speech-related errors in public speaking. Characteristics of rhetorical elegance. Modal expressions and their importance in spoken communication.</p> <p>S: Participation in simulated meetings.</p> <p>Week 15</p> <p>Conclusion and Course Evaluation</p>
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Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	Student requirements: - to participate in classes actively, regularly, and constructively (students are required to attend at least 80% of lectures and 80% of seminars); - to respect the ethical and academic principles of the higher education institution; - to prepare and deliver a so-called major and minor public speech; - to obtain information about any missed classes from fellow students or during consultations with the instructor.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☒	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☐
	Public Speeches	☒		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student requirements for the course, the final grade is based on the following components: - delivered major public speech – 30% - delivered minor public speech – 30% - passed written exam – 40% The criteria for assessing and grading each component are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Berry, C. (1997). Glumac i glas. Zagreb: AGM.					
	Kišiček, G., Stanković, D. (2014). Retorika i društvo. Zagreb: Naklada Slap.					
	Neill, S. (1994). Neverbalna komunikacija u razredu. Zagreb: Educa.					
	Škarić, I. (2011). Argumentacija. Zagreb: Nakladni zavod Globus.					
	Škarić, I. (2000) Temeljci suvremenoga govorništva, Zagreb: Školska knjiga.					
Supplementary literature	Aristotel (1989). Retorika. Zagreb: Naprijed. Gračanin, Đ. (1968). Temelji govorništva. Zagreb: Nadbiskupski duhovni stol. Kišiček, G. (2018). Retorika i politika. Zagreb: Naklada jesenski i Turk. Kvintilijan M.F. (1985). Obrazovanje govornika. Sarajevo: Veselin Masleša Nelson, Paul E.; Peason, Judy, C. (1996). Confidence in Public Speaking. Sixth Edition. Boston: Times Mirror Higher Education Group, Inc. Osborn, M.; Osborn, S. (1997). Public Speaking. Third Edition. Boston-New York: Houghton Mifflin Company. Pease, A. (1991). Govor tijela. Ljubljana-Zagreb: Založba Mladinska knjiga. Schopenhauer, A. (1985). Eristička dijalektika. Novi Sad: Bratstvo-Jedinstvo.					

	Škarić, I.; Ivas, I. (ur.) (2007). Razgovori o retorici. Zagreb: Hrvatsko filološko društvo, Filozofski fakultet Sveučilišta u Zagrebu, Odsjek za fonetiku, FF press. Varošanec-Škarić, G. (2010). Fonetska njega glasa i zgovora. Zagreb: FFZG Press. Weston, A. (1992). A Rulebook of Arguments (second edition). Indianapolis/Cambridge: Hackett Publishing Company. Zadro, I. (ur.) (1999). Glasoviti govori. Zagreb: Naklada Zadro.		
Quality assurance	<ul style="list-style-type: none">- active and regular class attendance- active participation in class discussions- individual consultations- delivered major and minor public speech- passed written exam- student survey on the quality of teaching and instructors at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Definition and characteristics of public speaking and its relationship to private communication. Rhetoric is defined, and different speech genres (monologic and dialogic) are explained. The importance of studying rhetoric and developing public speaking skills is emphasized.	2	P2
Seminar	Students' (self)introductions. Raising awareness of the differences between public and private speaking. Assignment of speech topics and overview of course requirements.	1	P2
Week: 2.			
Predavanja	Speech composition – the rhetorical structure as the foundation of an effective speech. Initial speech design: determining the central idea and purpose of a speech.	2	P2
Seminar	Viewing and analyzing recorded speeches. Introduction to the speech performance evaluation form. Establishing assessment criteria. Identifying and analyzing the components of speech composition.	1	P2
Week: 3.			
Predavanja	Introduction to voice and pronunciation analysis. Voice and pronunciation exercises.	2	P2
Seminar	Improvisation activities. Recording students' speech performances.	2	P2
Week: 4.			
Predavanja	Initial speech design II – speech strategies. Introduction to various speech strategies and their defining characteristics. Examples of each strategy.	2	P2
Seminar	Speech Performance 1. Student seminar presentations according to previously assigned topics (two presentations and two presentation analyses). Discussion and evaluation using the performance assessment form.	2	P2
Week: 5.			
Predavanja	Audience analysis and speech adaptation. Selecting appropriate speech strategies based on audience profiles.	2	P2

Seminar	Speech Performance 2. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses.	2	P2
Week: 6.			
Predavanja	Fundamentals of argumentation in public speaking, with particular emphasis on the definition of terms. Students learn the components and various types of definitions.	2	P2
Seminar	Speech Performance 3. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses. Practice in defining concepts.	2	P2
Week: 7.			
Predavanja	The importance of logic in speech. Analysis of examples of logical and illogical reasoning. Logical relationships: induction, deduction, analogy, signs, and cause-and-effect relationships.	2	P2
Seminar	Speech Performance 4. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses.	2	P2
Week: 8.			
Predavanja	Stages of speech preparation.	2	P2
Seminar	Speech Performance 5. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses.	2	P2
Week: 9.			
Predavanja	Introduction to critical listening skills and the fundamentals of speaking and listening etiquette.	2	P2
Seminar	Speech Performance 6. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses.	2	P2
Week: 10.			
Predavanja	Fundamentals of interpersonal communication. Introduction to different types of nonverbal signals and their interpretation, with particular emphasis on proxemic cues.	2	P2
Predavanja	Speech Performance 7. Student seminar presentations and discussions. Explanation and analysis of rhetorical statuses.	2	P2
Week: 11.			
Predavanja	Occasional speeches: toasts, award acceptance speeches, welcoming speeches, and similar forms. Students learn the essential characteristics of effective ceremonial speaking.	2	P2
Seminar	Note-taking and media use. Students are introduced to note-taking techniques and the effective use of media. Guidance is provided on the appropriate use of media, considering the amount of information conveyed. Practical advice for designing presentations is also given.	2	P2
Week: 12.			
Predavanja	Dialogic speech genres – debate. Students are introduced to the structure and components of debate, debating roles, and different debate formats. Students formulate debate theses.	2	P2
Seminar	Practice in delivering epideictic speeches.	2	P2
Week: 13.			
Predavanja	Dialogic speech genres – meetings. Students learn about different types of meetings and the principles of effective meeting management. They practice preparing and conducting meetings through simulated scenarios.	2	P2

Seminar	Students practice debating skills. They are expected to come to class prepared with arguments supporting their assigned position.	2	P2
Week: 14.			
Seminar	Characteristics of effective speaking style. Common linguistic and speech-related errors in public speaking. Characteristics of rhetorical elegance. Modal expressions and their importance in spoken communication.	2	P2
Seminar	Characteristics of effective speaking Participation in simulated meetings.	2	P2
Week: 15.			
Predavanja	Conclusion and Course Evaluation	2	P2
Predavanja	Conclusion and Course Evaluation	2	P2

Course name	Mater's Thesis						
ID		Study year	2.				
Lecturer		ECTS workload	10.0				
Associates		Number of hours	L	S	E	P	
			0	0	0	0	
Course status	Compulsory		Online percentage	0%			
Course description							
Course aims							
Enrolment requirements							
Learning outcomes							
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations							
Assessment and evaluation of student work							
Required literature	Title	Number of copies available	Availability via other media				
	-						
Supplementary literature							
Quality assurance							
Other (in the opinion of the proponent)							

Course name	Research Methods in Philology							
ID	HZH707		Study year		2.			
Lecturer	izv. prof. dr. sc. Gordana Galić Kakkonen		ECTS workload		5.0			
Associates			Number of hours		L	S	E	P
					30	0	30	0
Course status	Compulsory		Online percentage		0%			
Course description								
Course aims	The aim of the course is to equip students for academic research and to introduce them to the basics of methodology and methodological approaches in philological research.							
Enrolment requirements	None.							
Learning outcomes	Upon completion of the course, students will be able to: - outline the main directions of the development of science in general and understand the importance of the humanities in that context - explain the place and significance of philology within the humanities - present the historical development of philology, define its field of work, and explain its disciplinary postulates - identify the basic characteristics of philological research in Croatia - apply appropriate scholarly methodology in research practice							
Syllabus	Week 1: Introduction. The concept of science. Scientific paradigms. Methodology as the science of methods. Methodological approach to research. The positivist and anti-positivist tradition as starting points for methodological approaches to research. Week 2: The historical development and definition of science. Science in antiquity. Science in the Middle Ages. Science in humanism. Science in the early modern period. Science in the 19th century. Directions in the development of modern science. Week 3: The humanities: history, classification, basic characteristics. The contemporary age – an age of crisis. Week 4: Philology – terminology, definition, situating within the humanities, narrow and broad conceptions of philology. Types of research. Characteristics of scholarly and professional research. How to approach a text? Methods of scholarly research in philology. Week 5: The history of the scholarly study of written texts and their linguistic features (etymology, historical grammar). Philology and linguistics. Philology and hermeneutics. The literary context. Week 6: Problems of translation in philology. The authority of the Bible and the classics. The tradition of fidelity to the original. Week 7: Reconstruction, editing, commentary. Week 8: Philological work in antiquity. Week 9: Philological work in the Middle Ages. Week 10: Humanism and classical philology. Week 11: Philology in the early modern period. Week 12: Philology and politics in the 19th century: the role of philology in the formation and consolidation of the nation. Week 13: Models of scholarly interest in the 19th century: textual philology (the Bible, classical writers, oriental sources, medieval and contemporary texts from the European tradition); the origin and nature of language; comparative studies of the structure and historical development of language (J. Turner); philology and positivism. Week 14: Philology in the 20th century: the influence of literary theories. Language in its cultural context.							

	Week 15: Final remarks and exam preparation.					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	<p>In addition to active participation in lectures and seminars, students will demonstrate their knowledge of the material by preparing (in written form) and presenting an agreed seminar paper, which includes a thorough knowledge of the literature relevant to the course, a critical-analytical approach to the assigned topic, and research initiative. Depending on the number of students in a given seminar group and the pace of work, individual seminar papers may be replaced by group projects. In addition, students will take an oral exam at the end of the semester.</p> <p>Note: attendance is not included in the grade, but is a prerequisite for taking the exam and receiving a final grade (lectures: min. 80%; seminars: min. 80%). Students are required to inform themselves about any classes they have missed, either from fellow students or from the instructor during office hours. Students are also obliged to adhere to the deadlines required for completing course activities.</p> <p>Students are expected to conduct themselves in accordance with the ethical and academic standards of higher education.</p>					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☒	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	<p>The final grade is based on the successful completion of the following elements:</p> <ul style="list-style-type: none">- Student participation and preparedness in discussions during lectures and seminars – 20%- A seminar paper (project) in which students must demonstrate strong familiarity with the subject of analysis, research initiative, and academic competence (both in terms of content and form) – 30%- An oral exam – 50% <p>The evaluation and grading criteria for each individual element are described in the course repository.</p>					
Required literature	Title		Number of copies available	Availability via other media		
	Oraić Tolić, D. (2011). Akademsko pismo: strategije i tehnike klasične retorike za suvremene studentice i studente. Zagreb: Naklada Ljevak		2			
	Turner, J. (2014). Philology. The Forgotten Origins of the Modern Humanities. Princeton and Oxford: Princeton University Press		1			
	*web pages of The Miroslav Krleža Institute of Lexicography http://www.lzmk.hr/hr/		0	x		

	(bibliographies and biographies of relevant Croatian philologists)		
Supplementary literature	<ul style="list-style-type: none">• Belak, S. (2005). Uvod u znanost. Šibenik: Visoka škola za turistički menadžment u Šibeniku;• Bahtin, M. M. (2009). „O metodologiji humanističkih znanosti.“ Quorum, 25 (5/6), 393-408;• Bod, R. (2013). A New History of the Humanities. The Search for Principles and Patterns from Antiquity to the Present. Oxford: Oxford University Press;• Dilthey, W. (1980). Zasnivanje duhovnih nauka. Beograd: Prosveta;• Fehér. I. M. (2001). „Hermeneutics and philology: 'Understanding the matter,' 'Understanding the text'.“ Continental Philosophy Review, 34 (3), 269-285;• Foucault, M. (2002). Riječi i stvari: arheologija humanističkih znanosti. Zagreb: Golden marketing;• Humboldt, W. (2010). O raznolikosti gradbe ljudskih jezika i o njezinu utjecaju na duhovni razvoj čovječanstva. Zagreb: Alfa;• Kuhn, T. (2013). Struktura znanstvenih revolucija. Zagreb: Naklada Jesenski i Turk: Hrvatsko sociološko društvo;• Pollock, S.; Elman, B. A. and Chang, K. K. (eds). (2015). World Philology. USA: Harvard University Press;• Portreti hrvatskih jezikoslovaca. (1993). Zagreb: Hrvatski radio;• Protrka, M. (2008). Stvaranje književne nacije. Oblikovanje kanona u hrvatskoj književnoj periodici 19. stoljeća, Periodica Croatica. Zagreb: Filozofski fakultet;• Stančić, N. (2008). „Hrvatski narodni preporod – ciljevi i ostvarenja.“ Cris, X (1), 6-17;• Tkalac Verčić, A., Sinčić Ćorić, D. i Pološki Vokić, N. (2010). Priručnik za metodologiju istraživačkog rada. Zagreb: M. E. P. d.o.o.;• Ule, A. (2014). Znanost, društvo, vrijednosti. Zagreb: Naklada Lara;• Vince, Z. (2002). Putovima hrvatskoga književnog jezika: lingvističko-kulturnopovijesni prikaz filoloških škola i njihovih izvora. Zagreb: Nakladni zavod Matice hrvatske;• Ziolkowski, J. (ed). (1990). On Philology. University Park and London: The Pennsylvania State University Press;• Zovko, J. (ed.). (2005). Klasici hermeneutike. Zadar: Hegelovo društvo: Sveučilište u Zadru. <p>*Filologija, Hrvatski dijalektološki zbornik, Folia onomastica Croatica, Građa za povijest književnosti hrvatske, Stari pisci hrvatski, Starine, Rad . *Povijesti hrvatske književnosti (various, selection)</p>		
Quality assurance	<ul style="list-style-type: none">- Class attendance and active participation in class (preparedness for discussions in lectures and seminars)- A well-prepared and presented seminar (project) meeting the given parameters (oral; written)- A passed oral exam- Individual office hours/consultations- Exchange of experience within and beyond the Department- Student survey on the quality of teaching and instruction at university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction. The concept of science. Scientific paradigms. Methodology as the science of methods. Methodological	2	

	approach to research. The positivist and anti-positivist tradition as starting points for methodological approaches to research.		
Vježbe u praktikumu	Seminar topics (projects).	2	
Week: 2.			
Predavanja	The historical development and definition of science. Science in antiquity. Science in the Middle Ages. Science in humanism. Science in the early modern period. Science in the 19th century. Directions in the development of modern science.	2	
Vježbe u praktikumu	Zovko, J. (ur.). (2005). Klasici hermeneutike. Zadar: Hegelovo društvo: Sveučilište u Zadru - analysis and discussion.	2	
Week: 3.			
Predavanja	The humanities: history, classification, basic characteristics. The contemporary age – an age of crisis.	2	
Vježbe u praktikumu	Foucault, M. (2002). Riječi i stvari: arheologija humanističkih znanosti. Zagreb: Golden marketing - analysis and discussion.	2	
Week: 4.			
Predavanja	Philology – terminology, definition, situating within the humanities, narrow and broad conceptions of philology. Types of research. Characteristics of scholarly and professional research. How to approach a text? Methods of scholarly research in philology.	2	
Vježbe u praktikumu	Oraić Tolić, D. (2011). Akademsko pismo: strategije i tehnike klasične retorike za suvremene studentice i studente. Zagreb: Naklada Ljevak - analysis and discussion.	2	
Week: 5.			
Predavanja	The history of the scholarly study of written texts and their linguistic features (etymology, historical grammar). Philology and linguistics. Philology and hermeneutics. The literary context.	2	
Vježbe u praktikumu	Turner, J. (2014). Philology. The Forgotten Origins of the Modern Humanities. Princeton and Oxford: Princeton University Press - analysis and discussion.	2	
Week: 6.			
Predavanja	Problems of translation in philology. The authority of the Bible and the classics. The tradition of fidelity to the original.	2	
Vježbe u praktikumu	Turner, J. (2014). Philology. The Forgotten Origins of the Modern Humanities. Princeton and Oxford: Princeton University Press - analysis and discussion.	2	
Week: 7.			
Predavanja	Reconstruction, editing, commentary.	2	
Vježbe u praktikumu	Fehér, I. M. (2001). "Hermeneutics and philology: 'Understanding the matter,' 'Understanding the text'." Continental Philosophy Review, 34 (3), 269-285 - analysis and discussion.	2	
Week: 8.			
Predavanja	Philological work in antiquity.	2	
Vježbe u praktikumu	Oraić Tolić, D. (2011). Akademsko pismo: strategije i tehnike klasične retorike za suvremene studentice i studente. Zagreb: Naklada Ljevak - analysis and discussion.	2	
Week: 9.			

Predavanja	Philological work in the Middle Ages.	2	
Vježbe u praktikumu	Oraić Tolić, D. (2011). Akademsko pismo: strategije i tehnike klasične retorike za suvremene studentice i studente. Zagreb: Naklada Ljevak - analysis and discussion.	2	
Week: 10.			
Predavanja	Humanism and classical philology.	2	
Vježbe u praktikumu	Oraić Tolić, D. (2011). Akademsko pismo: strategije i tehnike klasične retorike za suvremene studentice i studente. Zagreb: Naklada Ljevak - analysis and discussion.	2	
Week: 11.			
Predavanja	Philology in the early modern period.	2	
Vježbe u praktikumu	Oraić Tolić, D. (2011). Akademsko pismo: strategije i tehnike klasične retorike za suvremene studentice i studente. Zagreb: Naklada Ljevak - analysis and discussion.	2	
Week: 12.			
Predavanja	Philology and politics in the 19th century: the role of philology in the formation and consolidation of the nation.	2	
Predavanja	Protrka, M. (2008). Stvaranje književne nacije. Oblikovanje kanona u hrvatskoj književnoj periodici 19. stoljeća, Periodica Croatica. Zagreb: Filozofski fakultet; Stančić, N. (2008). „Hrvatski narodni preporod – ciljevi i ostvarenja.“ Cris, X (1), 6-17 - analysis and discussion.	2	
Week: 13.			
Predavanja	Models of scholarly interest in the 19th century: textual philology (the Bible, classical writers, oriental sources, medieval and contemporary texts from the European tradition); the origin and nature of language; comparative studies of the structure and historical development of language (J. Turner); philology and positivism.	2	
Predavanja	Turner, J. (2014). Philology. The Forgotten Origins of the Modern Humanities. Princeton and Oxford: Princeton University Press - analysis and discussion.	2	
Week: 14.			
Predavanja	Philology in the 20th century: the influence of literary theories. Language in its cultural context.	2	
Predavanja	Humboldt, W. (2010). O raznolikosti gradbe ljudskih jezika i o njezinu utjecaju na duhovni razvoj čovječanstva. Zagreb: Alfa; Vince, Z. (2002). Putovima hrvatskoga književnog jezika: lingvističko-kulturnopovijesni prikaz filoloških škola i njihovih izvora. Zagreb: Nakladni zavod Matice hrvatske. Kuhn, T. (2013). Struktura znanstvenih revolucija. Zagreb: Naklada Jesenski i Turk: Hrvatsko sociološko društvo - analysis and discussion.	2	
Week: 15.			
Predavanja	Final remarks.	2	
Predavanja	Exam preparation.	2	

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Learning outcome description
LO 1	Understand the nature of the teaching process, know the procedures and techniques of teaching the Croatian language, and be able to choose appropriate teaching strategies;
LO 2	Understand the theory, concepts, and principles of different areas of the Croatian profession, be able to apply them in language research and practical work, sovereignly study the scientific and professional literature taking into account the factors of comparison, and know how to cope with new situations;
LO 3	Apply reflective and critical methods in forming their own assumptions about literary concepts, poetics, literary value, and the influence of ideologies and hegemony on the meaning/reading of texts;
LO 4	Discuss research approaches used in the field of literary theory and cultural theory;
LO 5	Discuss key issues in the field of theoretical thinking and humanistic paradigms at the local, national, and international levels;
LO 6	Apply the knowledge gained to writing about literature and teaching literature;
LO 7	Compare traditional and modern teaching of Croatian language and literature;
LO 8	Notice intra-subject and inter-subject correlations and explain the theoretical basis of teaching initial reading and writing, Croatian language teaching, spoken and written expression, and literature, as well as writing a lesson on initial reading and writing, a lesson on Croatian language, spoken and written expression, and media culture;
LO 9	Make methodical preparation for the selected teaching unit;
LO 10	Apply the acquired knowledge and analyze the language material;
LO 11	Interpret and compare different and evaluate new theories of language;
LO 12	Develop language, lecturing, and teaching competences;
LO 13	Do field research of Croatian oral literature and ethnology and anthropology;
LO 14	Form their own opinions on the relationship between national literature and auxiliary sciences: ethnology, anthropology, history, archeology, theology, and art history in the context of European literature;
LO 15	Study the interferences of oral and written literature;
LO 16	Explain to tourists Croatian traditional culture and literature;
LO 17	Acquire knowledge about Croatian intangible cultural heritage;
LO 18	Understand the structure of the Old Church Slavonic language and independently read and analyze texts in Glagolitic;
LO 19	Apply the acquired knowledge by adopting new ones, developing research curiosity about the historical development and formation of national idioms;

Learning outcomes of the study programme	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12	LO 13	LO 14	LO 15
<i>Intercultural Communication</i>				+	+									+	
<i>The Croatian Middle Ages: Language and Literature</i>		+			+										
<i>Discourse Analysis: Critical and Multimodal Approaches</i>															
<i>The Case System of Standard Croatian in Teaching</i>	+		+					+	+		+	+			
<i>Croatian Language in Project-Based Teaching</i>	+	+					+	+	+	+					
<i>Dialects in Cultural and Media Space</i>	+	+			+					+					
<i>Linguistic and Stylistic Features of Biblical Texts</i>		+	+					+	+					+	
<i>Examples from Dramatic Literature</i>		+	+	+		+	+						+	+	+
<i>Chakavian Linguistic and Literary Heritage in the School Curriculum</i>	+				+			+							
<i>Literature Teaching Methodology</i>	+		+					+	+						
<i>Literature and Reality</i>		+	+	+	+		+						+		
<i>Split Chakavian Idiom from Marulić to the Present Day</i>	+	+	+	+	+	+	+								
<i>Dialectological and Language History Research of Croatian Language</i>	+	+			+					+					
<i>Literature in the Context of the 21st Century</i>			+												
<i>Language Editing and Proofreading</i>		+	+	+	+							+	+	+	
<i>Interpretation of Literary Texts</i>	+		+			+		+	+	+	+				
<i>Young Adult Literature in Teaching</i>		+	+	+	+		+						+		
<i>Public Speaking Skills in Teaching</i>	+	+		+	+	+	+		+		+				
<i>Chakavian Literature</i>		+		+	+		+								
<i>Teaching Croatian as a Foreign Language</i>		+													
<i>Teaching Practice</i>	+	+	+	+	+	+	+								
<i>Research Methods in Philology</i>						+									
<i>The Case System of Standard Croatian</i>		+								+		+			
<i>Rhetoric in Practice</i>					+							+		+	

Learning outcomes of the study programme	LO 16	LO 17	LO 18	LO 19	LO 20	LO 21	LO 22	LO 23	LO 24	LO 25	LO 26	LO 27	LO 28	LO 29
<i>Linguistic and Stylistic Features of Biblical Texts</i>				+						+	+			
<i>Examples from Dramatic Literature</i>														
<i>Chakavian Linguistic and Literary Heritage in the School Curriculum</i>	+							+				+		
<i>Literature Teaching Methodology</i>														
<i>Literature and Reality</i>	+	+												
<i>Split Chakavian Idiom from Marulić to the Present Day</i>														
<i>Dialectological and Language History Research of Croatian Language</i>			+	+								+	+	
<i>Literature in the Context of the 21st Century</i>								+	+					
<i>Language Editing and Proofreading</i>					+									
<i>Interpretation of Literary Texts</i>														
<i>Young Adult Literature in Teaching</i>									+					
<i>Public Speaking Skills in Teaching</i>														
<i>Chakavian Literature</i>		+												
<i>Teaching Croatian as a Foreign Language</i>				+										
<i>Teaching Practice</i>														
<i>Research Methods in Philology</i>								+						
<i>The Case System of Standard Croatian</i>				+	+		+							
<i>Rhetoric in Practice</i>	+	+			+						+			+
<i>Children's Literature</i>								+						
<i>Young Adult Literature</i>								+						

3.2. Instructors in the study programme

	Lucijana Armanda Šundov	Ina Bilonić	Tanja Brešan Ančić	Eni Buljubašić
<i>CROSB link</i>	CroRIS	CroRIS	CroRIS	CroRIS
<i>Title</i>	associate professor	language instructor	associate professor	assistant professor
<i>Area</i>	Humanities	Humanities	Humanities	Humanities
<i>Field</i>	Philology	Philology	Philology	Philology
<i>Home institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment</i>	employment contract	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%
<i>Teaching workload at the home institution</i>	992.4 working hours	1512 working hours	804.6 working hours	908.4 working hours
<i>Workload at external institutions</i>	/	/	/	/
<i>Expected workload in the new study programme</i>	/	/	/	/
<i>Expected workload at the home institution²³</i>	992.4 working hours	1512 working hours	804.6 working hours	908.4 working hours
<i>Expected workload at external institutions</i>	/	/	/	/
<i>Scientific and review papers²⁴ in the last 5 years (total)</i>	15	3	8	5
<i>Professional papers²⁵ in the last 5 years (total)</i>	/	/	/	/
<i>Total²⁶ number of citations (SCOPUS)</i>	1	/	1	8
<i>Total²⁷ h-index (SCOPUS)</i>	1	/	1	1
<i>Leader and/or associate on competitive projects (total)</i>	/	/	/	/
<i>Leader and/or associate on other projects (total)</i>	/	/	/	/

²³ Workload data are based on the teaching delivered in the academic year 2025/2026.

²⁴ Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.

²⁵ Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

²⁶ For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

²⁷ See the previous footnote.

<i>List of courses taught in the study programme</i>	<ul style="list-style-type: none"> - Children's Literature in Teaching - Young Adult Literature in Teaching - Children's Literature - Young Adult Literature 	<ul style="list-style-type: none"> - Croatian Language for Foreigners C1.1 - Croatian Language for Foreigners C1.2 - Croatian Language for Foreigners C2 	<ul style="list-style-type: none"> - The Case System of Standard Croatian in Teaching - The Case System of Standard Croatian - Linguistic and Stylistic Features of Biblical Texts 	<ul style="list-style-type: none"> - Discourse Analysis: Critical and Multimodal Approaches - Vernacular Stylistics - Chakavian Literature
<i>List of training for the acquisition of teaching competences</i>	<p>Graduate study programme in Croatian Language and Literature and English Language and Literature, Faculty of Humanities and Social Sciences in Split</p> <p>Professional training (traineeship)</p> <p>Passed the professional examination</p> <p>Participation in a professional meeting organised by the Education and Teacher Training Agency</p> <p>Participation in the scientific and professional conference Through Teacher Competences towards Student Competences</p> <p>Participation in the workshop Ethical Aspects in Higher Education</p>	Completed graduate study programme in the teaching track.	Graduate study programme in Croatian Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb	graduate study programme in Croatian Language and Literature and English Language and Literature at the Faculty of Humanities and Social Sciences in Split – teaching track (pre-Bologna programme)

	Helena Burić	Sani Čavar	Jelena Đorđević
<i>CROSB link</i>		CroRIS	CroRIS
<i>Title</i>	senior lecturer	assistant professor	assistant
<i>Area</i>		Social Sciences	Humanities
<i>Field</i>		Pedagogy	Philology
<i>Home institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment</i>	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%
<i>Teaching workload at the home institution</i>	1582.5 working hours	704.5 working hours	676 working hours
<i>Workload at external institutions</i>	/	/	/
<i>Expected workload in the new study programme</i>	/	/	/
<i>Expected workload at the home institution²⁸</i>	/	704.5 working hours	676 working hours
<i>Expected workload at external institutions</i>	/	/	/
<i>Scientific and review papers²⁹ in the last 5 years (total)</i>	/	3	6
<i>Professional papers³⁰ in the last 5 years (total)</i>	/	/	1
<i>Total³¹ number of citations (SCOPUS)</i>	/	/	/
<i>Total³² h-index (SCOPUS)</i>	/	/	/
<i>Leader and/or associate on competitive projects (total)</i>	/	/	/
<i>Leader and/or associate on other projects (total)</i>	/	1	/

²⁸ Workload data are based on the teaching delivered in the academic year 2025/2026.

²⁹ Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.

³⁰ Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

³¹ For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

³² See the previous footnote.

<i>List of courses taught in the study programme</i>	<ul style="list-style-type: none"> - Croatian Language for Foreigners C1.1 - Croatian Language for Foreigners C1.2 - Croatian Language for Foreigners C2 - Croatian Culture and Civilization 1 - Croatian Culture and Civilization 2 	- Fundamentals of Pedagogy	- Linguistic and Stylistic Features of Biblical Texts
<i>List of training for the acquisition of teaching competences</i>	<ul style="list-style-type: none"> - graduate study programme in Croatian Language and Literature and Italian Language and Literature at the Faculty of Humanities and Social Sciences in Split (teaching track) - professional training – passed the professional examination - participation in professional meetings 	Completed graduate study programme in the teaching track.	<ul style="list-style-type: none"> - graduate study programme in Croatian Language and Literature and English Studies at the Faculty of Humanities and Social Sciences in Split - professional training (traineeship) - passed the professional examination - participation in professional meetings organised by the Education and Teacher Training Agency

	Gordana Galić Kakkonen	Goran Kardum	Morana Koludrović	Josipa Korljan Bešlić
<i>CROSB link</i>	CroRIS	CroRIS	CroRIS	CroRIS
<i>Title</i>	associate professor	full professor with tenure	associate professor	senior language instructor
<i>Area</i>	Humanities	Social Sciences	Social Sciences	Humanities
<i>Field</i>	Philology	Psychology	Pedagogy	Philology
<i>Home institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment</i>	employment contract	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%
<i>Teaching workload at the home institution</i>	1008 working hours	924.7 working hours	1055.8 working hours	1426.2 working hours

<i>Workload at external institutions</i>	/	/	/	/
<i>Expected workload in the new study programme</i>	/	/	/	/
<i>Expected workload at the home institution³³</i>	/	924.7 working hours	1055.8 working hours	1426.2 working hours
<i>Expected workload at external institutions</i>	/	/	/	/
<i>Scientific and review papers³⁴ in the last 5 years (total)</i>	6	/	17	2
<i>Professional papers³⁵ in the last 5 years (total)</i>	1	/	6	2
<i>Total³⁶ number of citations (SCOPUS)</i>	4	/	55	0
<i>Total³⁷ h-index (SCOPUS)</i>	2	/	4	0
<i>Leader and/or associate on competitive projects (total)</i>	/	/	1	/
<i>Leader and/or associate on other projects (total)</i>	/	/	11	/
<i>List of courses taught in the study programme</i>	- Literature in the Context of the 21st Century - Research Methods in Philology - Examples from Dramatic Literature	- Educational Psychology	- Didactics	- Teaching Croatian as a Foreign Language - Croatian Language for Foreigners C1.1 - Croatian Language for Foreigners C1.2 - Croatian Language for Foreigners C2 - Croatian Culture and Civilization 1 - Croatian Culture and Civilization 2

³³ Workload data are based on the teaching delivered in the academic year 2025/2026.

³⁴ Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.

³⁵ Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

³⁶ For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

³⁷ See the previous footnote.

<i>List of training for the acquisition of teaching competences</i>	- Graduate study programme in Comparative Literature and Ethnology (pre-Bologna programme), Faculty of Humanities and Social Sciences, University of Zagreb – teaching track	Completed graduate study programme in the teaching track.	Completed graduate study programme in the teaching track.	- graduate study programme in Croatian Language and Literature at the University of Zadar - passed the professional examination - participation in professional meetings
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	Katarina Lozić Knežević	Linda Lušić Kalcina	Jadranka Nemeth-Jajić	Toni Popović
<i>CROSBI link</i>	CroRIS	CroRIS	CroRIS	CroRIS
<i>Title</i>	associate professor	assistant professor	full professor	assistant professor
<i>Area</i>	Humanities	Biomedicine and Health	Humanities	Social Sciences
<i>Field</i>	Philology	Basic Medical Sciences, Neuroscience	Philology	Sociology
<i>Home institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment</i>	employment contract	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	50%	100%	100%
<i>Teaching workload at the home institution</i>	689.4 working hours	789.4 working hours	979.7 working hours	762 working hours
<i>Workload at external institutions</i>	/	/	/	/
<i>Expected workload in the new study programme</i>	/	/	/	/
<i>Expected workload at the home institution³⁸</i>	689.4 working hours	789.4 working hours	979.7 working hours	762 working hours
<i>Expected workload at external institutions</i>	/	/	/	/
<i>Scientific and review papers³⁹ in the last 5 years (total)</i>	8	/	15	17

³⁸ Workload data are based on the teaching delivered in the academic year 2025/2026.

³⁹ Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.

<i>Professional papers⁴⁰ in the last 5 years (total)</i>	1	/	3	/
<i>Total⁴¹ number of citations (SCOPUS)</i>	7	223	/	40
<i>Total⁴² h-index (SCOPUS)</i>	2	8	/	4
<i>Leader and/or associate on competitive projects (total)</i>	/	/	/	1
<i>Leader and/or associate on other projects (total)</i>	/	/	2	1
<i>List of courses taught in the study programme</i>	- The Croatian Middle Ages: Language and Literature - Toponymy of the Eastern Adriatic Coast	- Educational Psychology	- Croatian Language Teaching Methodology - Literature Teaching Methodology - Teaching Practice - Croatian Language in Project-Based Teaching - Chakavian Linguistic and Literary Heritage in the School Curriculum	- Sociology of Education
<i>List of training for the acquisition of teaching competences</i>	Graduate study programme in Croatian Language and Literature, Faculty of Philosophy in Zadar Professional training (traineeship) Passed the professional examination Participation in a professional meeting organised by the Education and Teacher Training Agency	Completed graduate study programme in the teaching track.	Completed graduate study programme in the teaching track Reading and Writing for Critical Thinking (RWCT seminars) Active Learning and Critical Thinking in Higher Education Teaching (ALCT seminars)	Completed graduate study programme in the teaching track.

⁴⁰ Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

⁴¹ For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

⁴² See the previous footnote.

	Anita Runjić-Stoilova	Nikola Sunara	Boris Škvorc	Marijana Tomelić Ćurlin
<i>CROSB link</i>	CroRIS	CroRIS	CroRIS	CroRIS
<i>Title</i>	full professor	assistant professor	full professor with tenure	full professor
<i>Area</i>	Humanities	Humanities	Humanities	Humanities
<i>Field</i>	Philology	Philology	Philology	Philology
<i>Home institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment</i>	employment contract	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%
<i>Teaching workload at the home institution</i>	1053.5 working hours	866 working hours	546 working hours	847.2 working hours
<i>Workload at external institutions</i>	525 working hours	/	/	/
<i>Expected workload in the new study programme</i>	/	/	/	/
<i>Expected workload at the home institution⁴³</i>	1053.5 working hours	866 working hours	546 working hours	847.2 working hours
<i>Expected workload at external institutions</i>	525 working hours	/	/	/
<i>Scientific and review papers⁴⁴ in the last 5 years (total)</i>	10	7	6	14
<i>Professional papers⁴⁵ in the last 5 years (total)</i>	2	/	/	/
<i>Total⁴⁶ number of citations (SCOPUS)</i>	1	0	3	/
<i>Total⁴⁷ h-index (SCOPUS)</i>	1	0	1	/
<i>Leader and/or associate on competitive projects (total)</i>	2	/	/	/
<i>Leader and/or associate on other projects (total)</i>	/	/	/	/

⁴³ Workload data are based on the teaching delivered in the academic year 2025/2026.

⁴⁴ Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.

⁴⁵ Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

⁴⁶ For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

⁴⁷ See the previous footnote.

<i>List of courses taught in the study programme</i>	<ul style="list-style-type: none"> - Speech and Mass Media - Public Speaking Skills in Teaching - Language and Different Discourses - Split Chakavian Idiom from Marulić to the Present Day - Sociolinguistics - Semantics and Pragmatics - Intercultural Communication - Rhetoric in Practice 	<ul style="list-style-type: none"> - Croatian Traditional Culture in the European Context - Literature and Reality - Historical Tales 	<ul style="list-style-type: none"> - Interpretation of Literary Texts - Krleža and Andrić 	<ul style="list-style-type: none"> - Split Chakavian Idiom from Marulić to the Present Day - Language Editing and Proofreading - Dialectological and Language History Research of Croatian Language - Dialects in Cultural and Media Space - Croatian Maritime Cultural Heritage
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<i>List of training for the acquisition of teaching competences</i>	<ul style="list-style-type: none"> - graduate study programme in Phonetics and Russian Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb 	<ul style="list-style-type: none"> - graduate study programme in Croatian Language and Literature and English Language and Literature at the Faculty of Humanities and Social Sciences in Split – teaching track - professional training (traineeship) - passed the professional examination - professional development in teaching competences: - Through Teacher Competences towards Student Competences (2023) - Ethical Aspects in Higher Education (2025) 	Completed graduate study programme in the teaching track.	Completed graduate study programme in the teaching track.
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